

Pupil premium strategy statement 2022-23

This statement details the college's use of Pupil Premium (and Recovery Premium for the 2022-23 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	1312* *Years 7-11 excluding KS5
Proportion (%) of pupil premium eligible pupils	21.1%
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 2021-2024 academic years
Date this statement was published	November 2021, then November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr J Oakley
Pupil premium lead	Mrs E Veale
Governor / Trustee lead	Mr N Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,092 (based on estimated projections)
Recovery premium funding allocation this academic year	2022-2023 £37990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£248,092 plus £37990

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 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 2022

Broadly speaking the proportion identified as PP is increasing year on year and the make up of the cohort is changing, with fewer service pupils and more FSM.

Year Group	Total in Cohort	Total PP	FSM	Service Child	CIC	ADF	% PP
7	264	60	54	5	0	1	22.7%
8	263	65	58	6	0	1	24.7%
9	260	49	36	5	2	6	18.8%
10	262	54	39	6	6	3	20.6%
11	263	49	35	8	2	4	18.6%
Total	1312	277	222	30	10	15	21.1%

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

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"> - 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 - At KS3, improve attainment gap so it is more in line with non-PP attainment - Rigorous testing and tracking regime in place for departments to review after each monitoring point at the end of the year
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"> - Reduce the number of behaviour incidents logged for PP, bring in line with average for non-PP pupils - 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 - Increase levels of positive behaviour reporting, for example, through giving positive SIMS points/logging positive contacts home - 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
3. Improve literacy and numeracy levels so that pupils are able to access the whole curriculum	<ul style="list-style-type: none"> - Gap closed in standardised reading score ages to non-PP pupils - Standardised reading score ages in line, or above national average - The majority of pupils at KS3 to read at, or above, chronological reading age - PP achieve, or exceed, grade 4 at GCSE In English and Maths in line with non-PP national average - Evidence of an increase in knowledge of key literacy and numeracy skills shown through low stakes in class assessments, formal assessments, and public exams

	<ul style="list-style-type: none"> - Pupil voice shows increase in confidence in literacy and numeracy
4. Improve motivation and aspiration levels amongst PP and encourage engagement with academic pathways (eg, EBacc qualification subjects)	<ul style="list-style-type: none"> - Increased PP engagement and motivation evident in classroom observation during learning walks - Setting data (for applicable subjects) to show even spread of PP across sets not disproportionately placed in lower sets - Increasing take up of academic subjects qualifying for the EBacc- for example, increased uptake of MFL at KS4 - Ensure PP parents are aware that they have access to financial support to assist with purchasing some equipment and resources
5. Improve attendance and punctuality levels	<ul style="list-style-type: none"> - Attendance and punctuality tracked for PP - Attendance and punctuality levels in line with average for non-PP pupils - Improved parental engagement evident in contact logs/ home visits - Raise awareness of PP breakfast clubs to encourage attendance and punctuality - PP lead to meet with Attendance Officer once a term to monitor PP attendance and punctuality and track interventions
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"> - Increased PP engagement in after school academic sessions, for example, Year 11 revision - Increased PP engagement in CCF (combined cadet force) activities - Increased PP engagement in DofE (Duke of Edinburgh) award - PP pupils attend a meeting with the careers officer in Year 11 - NEET figures for PP in line or lower than national average - Ensure activity leads are aware of the needs and barriers of PP pupils to promote take up for extra-curricular activities
7. Increase opportunities for staff CPD focused on best practice for PP as informed by the EEF	<ul style="list-style-type: none"> - Staff aware of those who are PP in their classes - Department strategies in development to ensure provision for PP - Staff are aware of the difficulties that may impact PP pupils through staff training day session

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: £61,035

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 co-ordinator- analysis of progress and achievement and co-ordinating interventions MWA £14,892	<ul style="list-style-type: none"> - Small group tuition +4 months - Behaviour interventions +4 months - Parental engagement +4months 	1-7
Pupil premium intervention teacher-targeted intervention strategies ZAL £32,688	<ul style="list-style-type: none"> - Small group tuition +4 months - Behaviour interventions +4 months - Parental engagement +4 months 	1-7
PP SMT leadership and management EVE £1,370	<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 Recovery Premium, Pupil Premium and Disadvantaged Groups LMA £2,085	<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: £158,096 plus £37990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy intervention- provision of specialist English staff 1x FTE (UPS1) £56,468	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) £56,468	- 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) £28,234	- 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 0.5x FTE £11,926	- TA intervention +4 months	1, 2, 3, 6
Targeted intervention across curriculum subjects- to support initiatives from all subjects for PP intervention See recovery premium	- 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 £1,000	- Homework +5 months - TA intervention +4 months	1, 3, 4, 6
Peer tutoring and mentoring (non recovery	- Peer tutoring +5 months	1, 2, 3, 4, 6

premium)- academic and SEMH (social, emotional and mental health) support £1,000	<ul style="list-style-type: none"> - One to one tuition +5 months - Homework +5 months - Small group tuition +4 months - Social and emotional learning +4 months 	
Revision days- for KS4 prior to exams £3,000	<ul style="list-style-type: none"> - Mastery learning +5 months - Small group tuition +5 months 	1, 3, 4, 6
<p style="color: red;">Recovery premium-</p> <p style="color: red;">Staff training and inset-departments to bid for inset linked to quality teaching and learning. Disseminate information in department and teaching and learning meetings £15,000</p> <p style="color: red;">KS3 and 4 Tutoring Provide small group tutoring for core and foundation subjects M6 for one day a week £/month £10,000</p> <p style="color: red;">Academic resources Revision guides for pupils to catch up on missed content £7,990</p> <p style="color: red;">Support for attendance, behaviour and SEMH (social, emotional and mental health) School counsellor support for one day a week in addition to SKA £5,000</p>	<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 <ul style="list-style-type: none"> - One to one tuition +5 months - Homework +5 months - Small group tuition +4 months - Social and emotional learning +4 months <ul style="list-style-type: none"> - Meta cognition and self-regulation +7 months - Mastery learning +5 months - Homework +5 months <ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	<p style="color: red;">1-7</p> <p style="color: red;">1, 2, 3, 4, 6</p> <p style="color: red;">1, 3</p> <p style="color: red;">1, 2, 5</p>

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

Budgeted cost: £28,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer- monitoring and tracking attendance and punctuality, parental contact, home learning JWO £4,000	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 	1, 2, 5
Pastoral support- monitoring and tracking behaviour and providing SEMH (social, emotional and mental health) support, parental contact £5,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	1, 2, 5
Breakfast club- encouraging punctuality and attendance and food/drink to improve focus and concentration. Support of PP intervention teacher available £6,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Behaviour interventions +4 months 	1, 2, 5
Enrichment activities/ extra-curricular activities support - improving cultural capital £4,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Behaviour interventions +4 months 	4, 6
Year 6/7 transition day- bespoke programme for PP to support transition from primary to secondary school, including parents £1,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	1, 2, 4
Widening parental engagement- to support behaviour, academic progress and aspirational career choices	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	1, 2, 4, 5

£1,000		
Disadvantaged fund-support for purchase of resources, equipment and direct financial support for the most disadvantaged (FSM/CIC) £5,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	1-7
Support for Post 16 transition- encourage aspirational career choices £1,000	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	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 £1,961	<ul style="list-style-type: none"> - Social and emotional learning +4 months - Parental engagement +4 months - Behaviour interventions +4 months 	1, 2, 5, 6

Total budgeted cost: £248,092 plus £37990

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 2021 to 2022 academic year.

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

Pupil Premium Tracking Academic Years 2021-2022

NB- numbers of pupils may differ slightly from Oct 2022 data as pupils may have left or joined the college in between monitoring points and the Oct 2022 census

Year 7

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	264	65	199
APS	0.98	0.80	-0.18
FFT	1.16	0.97	-0.19
Difference	-0.18	-0.17	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	264	65	199
APS	0.98	0.80	-0.18
FFT	1.17	0.97	-0.19
Difference	-0.19	-0.17	

The monitoring picture shown across the two monitoring points shows the same whether pupils are PP or not. They are more likely to have lower target grades than the whole cohort (around a fifth of a grade), but have made the same progress as their non-PP peers. In both cases though, there is little progress shown between MP1 and MP2.

Year 8

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	264	51	213
APS	1.81	1.48	-0.33
FFT	2.27	1.95	-0.32
Difference	-0.46	-0.47	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	264	51	213
APS	2.12	1.79	-0.33
FFT	2.28	1.96	-0.32
Difference	-0.16	-0.17	

At the first monitoring point there was a large gap in achievement for all pupils (equivalent of around half a grade) and this has narrowed, again for all pupils between the first and second monitoring point.

Year 9 (target data not available)

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	262	53	209
APS	2.43	2.22	-0.21
FFT			
Difference			

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	262	53	209
APS	2.70	2.51	-0.19
FFT			
Difference			

	MP3		
	Whole Cohort	Pupil Premium	Difference
Total	262	53	209
APS	2.87	2.62	-0.25
FFT			
Difference			

Across MP1 and MP2 all pupils make progress. The difference between PP and the whole cohort shrinks between MP1 and MP2, however, widens by MP3 to a larger gap than at the start of Year 9 to the equivalent of a quarter of a grade difference up from a fifth.

Year 10

	MP1		
	Whole Cohort	Pupil Premium	Difference
Total	262	53	209
A8 APS	4.72	4.22	-0.50
FFT20%	5.10	4.64	-0.46
Difference	-0.39	-0.42	

	MP2		
	Whole Cohort	Pupil Premium	Difference
Total	262	53	209
A8 APS	4.77	4.26	-0.51
FFT20%	5.10	4.64	-0.46
Difference	-0.33	-0.38	

	MP3		
	Whole Cohort	Pupil Premium	Difference
Total	262	53	209
A8 APS	4.71	4.18	-0.53
FFT20%	5.10	4.64	-0.46
Difference	-0.40	-0.46	

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 around a third of a grade across every subject.

Year 11 Outcomes 2022 (2021 shown for comparison in red)

		Whole Cohort	Pupil Premium	Difference
Total Number	Total Number	258	36 (46)	222
Average Total Attainment 8 Score	Total Score	52.09	43.63 (44.23)	-8.46 (-10.91)
9-7	English and Maths	12.0%	2.8% (2.2%)	-9.2% (-13.2%)
	English	27.5%	19.4% (10.9%)	-8.1% (-14.6%)
	Maths	20.2%	5.6% (4.3%)	-14.6% (-21.6%)
9-5	English and Maths	53.9%	33.3% (34.8%)	-20.6% (-26.6%)
	English	67.4%	52.8% (56.5%)	-14.6% (-18%)
	Maths	59.3%	36.1% (43.5%)	-23.2% (-24.8%)
9-4	English and Maths	79.5%	58.3% (71.7%)	-21.2% (-10.9%)
	English	87.2%	72.2% (80.4%)	-15% (-8.8%)
	Maths	82.2%	66.7% (78.3%)	-15.5% (-8.2%)
EBacc	Total Entered	66 (25.6% of cohort)	10 (27.8% of cohort) (4 8.7% of cohort)	56 (+2.2%) (64 - 17.6%)
	Standard Pass Achieved	18.6%	11.1% (6.5%)	-7.5% (-17.8%)

Whilst many of the headline figures shown are lower than 2021, this is mainly due to the difference between CAGs and the first set of external examinations for two years. The gap between achievement of those who are PP and the whole cohort persists, however, the difference in achievement between 2021 shows a narrowing of the gap for nearly every outcome shown.

Overall, the key progress made during 2021-2022:

- Proportion of PP eligible pupils is lower than national average- **21.1%** (figures correct as of Oct 2022) **National average is 27.2% Peterborough LA average is 35.4%**
- Academic data 2022 showed a gap at KS4- Attainment 8 difference between PP and non-PP is **8.46** grade points. **National average is 13.6 (2019)**
- Academic gap at KS3 between PP and non-PP was also evident. The gap increased between Years 7 to 9
- Gap in uptake of EBacc subjects between PP and non-PP **27.8% v 25.6%** respectively. **National average is 27.5% v 44.5% (2019)**
- Slight gap in attendance and punctuality between PP and non-PP (**3.47%** difference for absence) **National average (FSM only included) 4% difference**
- Proportionally more behaviour incidents involve PP than non-PP (involved in a **third** of behaviour incidents)

There are a number of areas to focus on in the second year of the three year plan:

1. Transitions- building relationships with primary feeder schools and the PP parents and children prior to Year 6 transition day. Primary schools will have the detailed knowledge of the strategies that have been successful with individual PP children which can be passed on the HOY, pastoral staff and HOD if necessary. Year 9 option transitions and assisting pupils to make their GCSE options by giving more targeted careers support with training help from Sam Clarke and analysis of CAT scores to look at best suited subjects for success.
2. G+T provision for PP- ensure, alongside MLO, departments are building in opportunities to stretch and challenge those who are G+T and PP and challenge perceptions that those who are PP are often LPA

3. PP parents and pupil voice survey- design and conduct survey to gain a more formal insight into views of all stakeholders, analyse results and feed these back into strategies for year 3

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	