

Pupil Premium Grant Strategy Statement

This statement details our school's use of pupil premium for the 2021 to 2022 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------|
| School name | Melland High School |
| Number of pupils in school | 186 |
| Proportion (%) of pupil premium eligible pupils | 60% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sue Warner, Principal |
| Pupil premium lead | Rob Barlow |
| Governor / Trustee lead | Peter Tite |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £67,160 |
| Recovery premium funding allocation this academic year | £19,720 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Grant (PPG) is funding allocated to enable schools to raise the attainment of disadvantaged pupils and diminish the difference between those in receipt of Pupil Premium and their peers.

The funding is allocated specifically for pupils from low-income families who are eligible for free school meals (FSM), children looked after (CLA) and those from families with parents in the Armed Forces.

Melland High School determines how the Pupil Premium Grant is best spent in order to raise achievement and improve outcomes for identified pupils. The school is held accountable for how the funding is used, reporting to parents/carers and the Local Governing Body on Pupil Premium Grant expenditure.

Melland High School is keen to maintain the confidentiality of individual families' financial circumstances and therefore targets Pupil Premium sensitively; some activities will benefit all pupils whilst others are more individually delivered. The inclusion of pupils entitled to FSM and CLA is central to the ethos of the school. The Governing Body approves decisions on how Pupil Premium should be targeted to ensure efficient and effective outcomes for pupils eligible for FSM or CLA. It should also be noted that Pupil Premium is not necessarily allocated to individual pupils.

Melland High School works with all pupils at an individual level to maximise their progress. Pupil Premium funding allows us to carefully target our CLA/FSM population and ensure their holistic needs are addressed. We also recognise that pupil progress is closely linked to emotional health, wellbeing and resilience.

Whole school and Pupil Premium initiatives are driven simultaneously, underpinned by relevant research and consultation. To this end the school has referenced the Education Endowment Foundation's (EEF) "Teaching & Learning Toolkit" in order to ascertain the most cost effective interventions which have impacted positively on pupil outcomes.

There are currently 115 pupils on roll at Key Stage 3 and 4 of these 69 pupils are in receipt of Pupil Premium Grant.

In the 2021 – 2022 financial year schools will receive the following funding for each pupil registered as eligible for free school meals at any point in the last 6 years:

£955 for eligible secondary age pupils

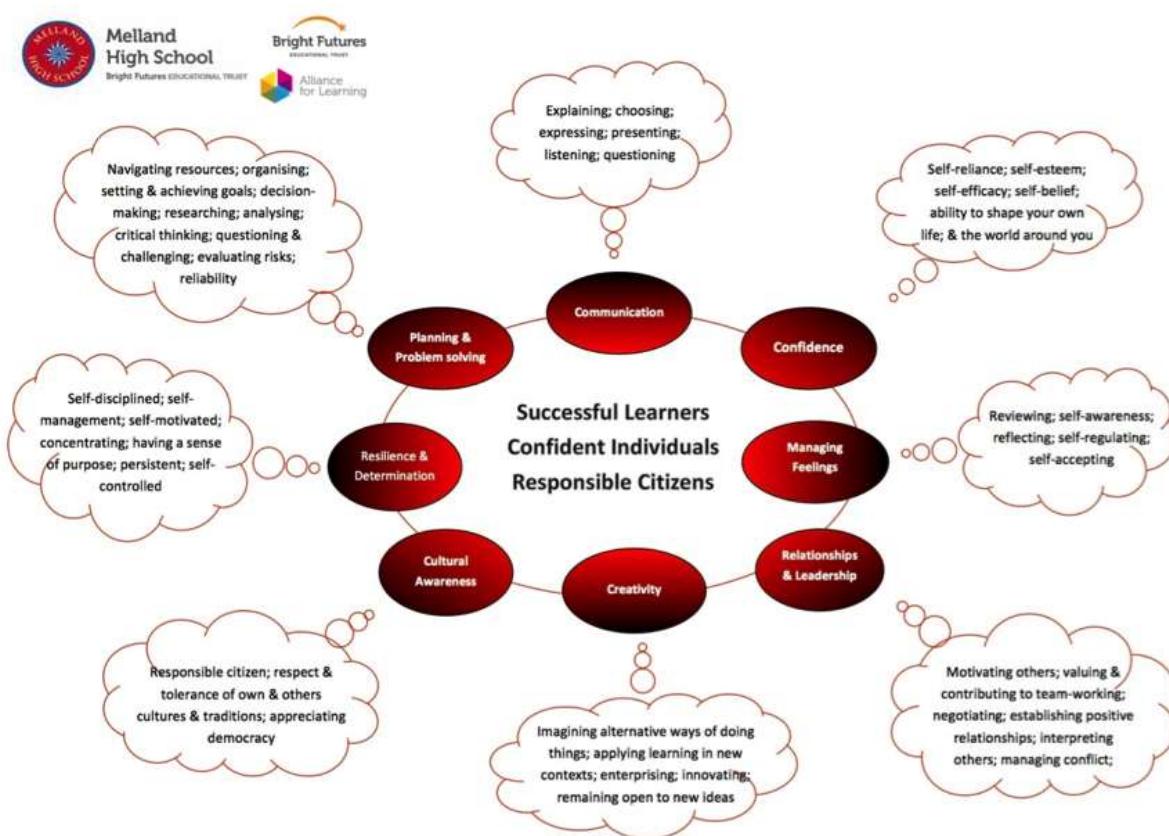
CLA pupils – see individual Personal Education Plans (PEP) for detailed income, spend and evaluation of impact

The impact of Pupil Premium is evaluated using a range of measures

In addition to traditional progress measures and resulting data, Melland High School has acknowledged the challenge of providing quantitative evidence of the development of individual students' personal skills and qualities.

Through the use of Spiritual, Moral, Social and Cultural (SMSC) outcomes (see illustration below), Case Studies and Student Voice we are able to effectively capture and articulate the impact of the range of personal development outcomes listed below;

- Achieving in education
- Career success
- Being healthy
- Experiencing positive relationships
- Involvement in meaningful, enjoyable activities
- Personal outcomes such as happiness, increased self-esteem and confidence



The school expects to receive £67,160 Pupil Premium Grant (PPG). This amount will enable targeted support to be given to pupils in receipt of PPG via the activities and provision detailed in this document.

In terms of effectively utilising PPG to diminish any difference between PPG and non PPG pupils, interim analysis and evaluation will be carried out in March 2022 and a final evaluation of impact in July 2022.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | A significantly increasing number of students referred to MHS now and particularly over the next two years will experience complex needs. In collaboration with appropriate stakeholders, we need to ensure the planned school expansion opening in September 23 will not only reflect a bespoke built environment but will also provide appropriate resources, including TA support, in order to meet the specific needs of this cohort. Bespoke & holistic interventions to support individual students with significantly complex needs will need to be supported and/or delivered by appropriately trained (and additionally recruited) TAs in order to ensure the provision of personalised programmes for individual students and resulting in a positive impact on their behaviour and emotional wellbeing. |
| 2 | Pupils experiencing profound and complex learning difficulties may struggle to communicate their needs and preferences effectively. The provision of bespoke technology aids can greatly assist this but careful research into the most appropriate equipment is required in addition to specific training for its use and implementation |
| 3 | Progress data analysis indicates that attainment in reading is currently lower than the other strands of the English curriculum, for example EKS3 20/21 target analysis in reading indicates a 9% decrease in attainment when compared to the previous year and against other English strands such as Speaking & Listening; Similarly, EKS4 20/21 target analysis in reading indicates an 8% decrease when compared to the previous year and against other stands in English such as Writing. |
| 4 | Pupils experiencing severe/complex learning needs may struggle to recognise, express and/or regulate their emotions, leading to an increase in challenging behaviour and a need for specific interventions and support. |

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 |
|---|--|
| Analysis of MAPP data demonstrates progress against individual learning intentions. Individual learning intentions are reflected in the short and long term outcomes | Progress data analysis, behaviour monitoring and individual case studies confirm successful impact of 1:1 targeted support on improved pupil outcomes. |

| | |
|--|---|
| identified in each pupils' Education Health & Care Plan | |
| Qualifying pupils with Personal Intervention Strategies which identify the need for 1:1 support demonstrate improved behaviour outcomes evidenced by a reduction in incidents recorded via SIMS Behaviour Manager and individual case studies. | |
| Enhanced and inclusive communication technology is effectively utilised to improve learning for all pupils and specifically those experiencing profound and/or complex learning needs | A demonstrable increase of pupils' skills in communication technology across the curriculum is evidenced through the achievement of individual learning intentions and the Evidence for Learning App. |
| A range of identified interventions and appropriate resources aimed at narrowing gaps in reading engagement and enjoyment and increasing understanding of a breadth of texts are in place. | A range of positive indicators of pupil progress in reading are confirmed using a variety of bespoke assessments e.g. B Squared Connecting Steps. |
| A targeted group of pupils demonstrate a greater understanding of their own emotional regulation evidenced by a reduction in behaviour incidents recorded via SIMS Behaviour Manager. | Individual case studies appropriately reflect pupils' positive holistic development, including; <ul style="list-style-type: none"> • Career success • Being healthy • Experiencing positive relationship • Involvement in meaningful, enjoyable activities • Personal outcomes such as happiness, increased self-esteem and confidence |

Activity in this academic year

This details how we intend to spend our pupil premium (see separate document for recovery premium funding) this academic year to address the challenges listed above.

Teaching

Budgeted cost: £56,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continued provision of 1:1 TA support for 12 | The EEF Toolkit notes that "evidence suggests that TAs can have a positive impact on ... achievement" and that "TAs | 1 |

| | | |
|--|--|---|
| <p>pupils in receipt of PPG with PCLD (Profound & Complex Learning Disability) and pupils requiring 1:1 behaviour support and associated CPD for targeted staff</p> <p>Learning intentions will be tracked termly and judgements made based on evidence collected over time via the Evidence for Learning App.</p> | <p>can improve learning if they are trained and deployed carefully." Pupils with PCLD and those in receipt of Positive Intervention Strategies will continue to require individual TA support to provide a consistent, personalised approach for curriculum delivery, bespoke assessment and specific behaviour interventions.</p> <p>The specific steps, tracked over time using MAPP (<i>Mapping and Assessing Personal Progress</i>) allows the teacher to track each learning intention against acquisition or prompting, accuracy, maintenance (learning over time) and generalisation.</p> | |
| <p>Provision of bespoke assistive technology for pupils in receipt of PPG in order to improve and further develop their communication skills</p> | <p>The innovative and creative use of media & technology continues to be an area of excellence at MHS. There is evidence to suggest that the use of technology has the greatest impact when it is used to support and improve specific learning such as communication skills or writing - EEF Teaching & Learning Toolkit. The creative use of technology such as "Eye Gaze" and the "Evidence for Learning" App across the curriculum enables teachers to readily evidence and track progress, provide a personalised approach to learning at all levels and promote effective and meaningful progress and achievement.</p> | 2 |

Targeted academic support

Budgeted cost: £6200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>The reading focus will highlight the importance of reading across the curriculum involving staff, students and parents/carers through a variety of relevant assessment and resources</p> | <p>There is evidence to suggest that phonics has a positive impact overall and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds - EEF Teaching & Learning Toolkit</p> | 3 |

| | | |
|---|---|--|
| <p>The English co-ordinator will explore the provision of a baseline assessment screening of reading and phonics for students.</p> <p>This will be supported by appropriate training for all staff and specifically the team teaching English</p> | <p>Feedback indicates that phonics training delivered to staff by the English co-ordinator raised awareness regarding the order of teaching phonemes, pronunciation of letter sounds and how to support our learners.</p> <p>SPLD assessments detail student reading accuracy and comprehension. Rapid Readers individual reading software provides comprehension tasks and books that are ability appropriate.</p> | |
|---|---|--|

Wider strategies

Budgeted cost: £4210

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Expanded delivery of the Zones of Regulation framework in order to effectively support pupils in managing their emotions and to promote their positive mental health and well-being.</p> <p>Appropriate resources e.g. sensory circuit apparatus will be purchased for each learning zone.</p> | <p>Zones of Regulation is a curriculum framework to support pupils to gain skills in consciously regulating their behaviours, including the management of their emotions and level of alertness.</p> <p>Successful CPD related to the consistent delivery of zones of regulation across the school will be expanded and delivered to all staff via EP support and training and its impact evaluated</p> | 4 |

Total budgeted cost: £67,160

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.

Externally provided programmes

| Programme | Provider |
|------------------|-----------------|
| | |
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Service pupil premium funding (optional)

| Measure | Details |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |