



# Pupil Premium Plan

2020-2021

MELIOR COMMUNITY ACADEMY

## Key Objectives

Our key objective in using the Pupil Premium Grant is to narrow the gap in attainment and progress between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress.

Many of our disadvantaged children start the Academy with lower than average attainment on entry compared to non-disadvantaged pupils. Our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the Academy.

The spending and the impact of strategies are evaluated as appropriate but as a minimum twice per year. A range of strategies have been put in place to improve the behaviour, engagement, progress and attendance of disadvantaged pupils, these are detailed in the given plan with reference made to research and the effectiveness of the strategies used.

## The context of the Academy

Melior Community Academy opened on January 1st 2013 and is sponsored by the Delta Academies Trust. The proportion of pupils eligible for free school meals is above the national average at 36.9% and 46% FSM Ever6. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language below the national average at 7.7% (59 Students) but is increasing. It is smaller than most secondary schools with currently 770 students on roll with 820 students to be on roll from September 2021. The school PAN is 180.

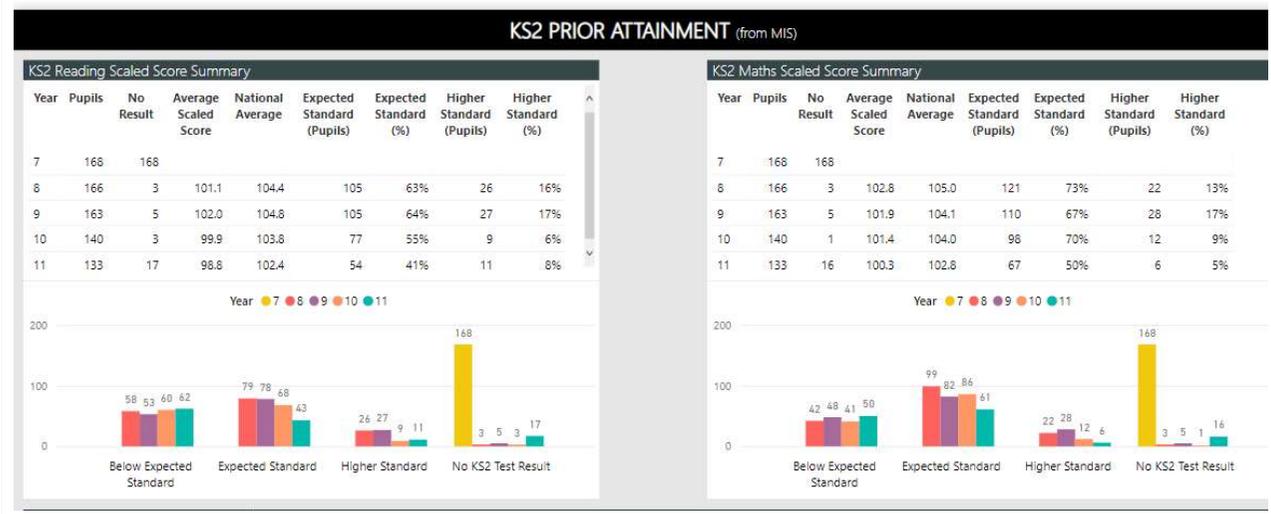
Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender with slightly more boys than girls at 53.1%.

13.9% of students are on the SEN register for SEN Support (107 Students) which is above national average. 1.6% are in receipt of an EHCP (12 Students) which is in line with national average but the numbers of students who have an EHCP application in progress, or an identified need is increasing.

378 students in Years 7 to 11 qualify for Pupil Premium with 2 students who are LAC. This represents 49.1% of the school population. In terms of the context of the year groups with the greatest proportion of Pupil Premium students are centred within the Y8 and Y10 cohort, and in particular Y8 and Y9 have the highest number of students who fall into the PP category.

There are high levels of child protection issues and currently there are an increasing number of students who are known to Children and Young Peoples' Services (past and present).

The prior attainment of learners is significantly below national averages in terms of APS. With Y8 and Y9 being identified as slightly more able than years 10 and 11.



Summary information					
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	<b>£325,655</b>	<b>Date of most recent PP Review</b>	27/6/17
<b>Total number of pupils</b>	764	<b>Number of pupils eligible for PP</b>	341	<b>Date for next internal review of this strategy</b>	Sept 2021
Current attainment					

	Pupils eligible for PP	All Pupils
<b>% achieving a pass in English / Maths (grade 4)</b>	66%	68%
<b>Progress 8 score average</b>	0.30	0.52
<b>Attainment 8 score average</b>		
<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Literacy skills entering Y7 are lower on average for pupils eligible for PP than other groups, which prevents them from making good progress across all subject areas.	
<b>B.</b>	Pupils who are eligible for PP in current tracking on average are making less progress than other groups at KS4. This reduces future life choices.	
<b>C.</b>	Low aspiration, resilience, experience and a thirst for learning is having a detrimental effect on their academic progress.	
<b>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</b>		
<b>D</b>	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind.	
<b>Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Increase in the number of disadvantaged pupils who are at chronological reading age or are closing the gap on it compared with entry assessment.	Disadvantaged pupil's make more progress by the end of the year than 'other' pupils. Evidence through NGRT testing, in school English assessment data. Accelerated Reader outcomes.
<b>B.</b>	Disadvantaged pupils achieve positive progress 8 figure. The gap between the percentage of pupils eligible for PP and other pupils achieving at least a grade 4 in English and mathematics, and at least a grade 5 in English and mathematics (the basics) to narrow by the end of KS4. Improve the progress made by high ability pupils eligible for PP. Improve the progress made by pupils eligible for PP in EBAC subjects Improve the progress made by pupils eligible for PP in open subjects	Disadvantaged pupils progress 8 score is positive To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 4, and at least a Grade 5, in English and maths from last externally sat examination results Pupils that are identified as high ability given their KS2 prior attainment, make improved progress in all baskets, so that the progress 8 value improves per pupil from last externally sat examination results Disadvantaged pupils make improved progress in EBAC subjects, so that the progress 8 value improves from last externally sat examination results Disadvantaged pupils make improved progress in open subjects, so that the progress 8 value improves from last externally sat examination results

<b>C.</b>	Aspiration, resilience, experience and thirst for learning are developed for individuals eligible for PP who are displaying lack of engagement, poor progress and/or concerning behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Pupils identified through informal discussion, behaviour data and the inclusion team as causing concern academically or socially or vulnerable are able to engage more positively in learning and require less interventions either via mentoring or behaviour management. Evidence RAG, behaviour data.
<b>D.</b>	Increase in the attendance of disadvantaged pupils A reduction in the behaviours of disadvantaged pupils that lead to the removal from the classroom environment	An increased attendance for disadvantaged pupils from that of 19/20 Reduce the average number of C5 incidents per disadvantaged pupils compared to 19/20 Reduce the average number of days of exclusion per PP pupil (in an academic year) in 2019/20 to a value similar to that for non-disadvantaged pupils

<b>Planned expenditure</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Funding</b>
A – Increase in the number of disadvantaged pupils who are at chronological reading age or are closing the gap on it compared with entry assessment.	KS3 -Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover, write, check -Fresh Start -Accelerated reader -Reading starters -Selecting PP pupils to read smaller sections of a text to build confidence in reading. -SMERT to introduce topic related vocabulary -Reading Rediscovered	Differentiated material Fresh Start success from last academic year.  Demonstrate and connect activities linked to assessment will show improvement leading to all pupils making progress  To improve the Chronological Reading ages of pupils.  Diagnostic testing ensures that pupil's needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown to be effective and are used in other	Regular monitoring of progress and attainment through data tracking  Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 being further developed) Director support regarding T&L and resources plus cross school links  CPD for staff delivering Fresh Start Phonics, Attack, Sounds Training etc	All teachers of KS3 are responsible for tracking pupil progress.  Overall checks on progress LL and DLL  Reading Champion	Termly through data discussions with SLT	

	<p>Personalised and small group provision following diagnostic testing (CATS, NGRT, VERNON, Dyslexia screening) to include literacy program that is appropriate.</p> <p>Develop links with primary schools following last previous successful pilot to increase intervention for pupils in Y6 who are coming to Melior in September.</p> <p>Pupils to receive x3 reading books via the post to encourage a love of reading. These will be age appropriate.</p>	<p>Academies within the chain. EEF Teaching and Learning toolkit sites that 121 tuition has a moderate impact +5 months. Regular feedback is included in these interventions which the EEF rate as +8 months. EEF Collaborative learning +5 months, moderate impact for very low cost. Small group tuition +4 months</p> <p>Pupils have the enjoyment of receiving post and sharing the resources at home</p>	<p>Liaison with Primary Schools as appropriate</p> <p>All PP pupils will receive these books and what they receive will be recorded by the PP champion</p>			
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<p>B – Disadvantaged pupils achieve positive progress 8 figure. The gap between the percentage of pupils eligible for PP and other pupils achieving at least a grade 4 in English and mathematics, and at least a grade 5 in English and mathematics (the basics) to narrow by the end of KS4. Improve the progress made by high ability pupils eligible for PP. Improve the progress made by pupils eligible for PP in EBAC subjects Improve the progress made by pupils eligible for PP in open subjects</p>	<p>Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking.</p> <p>DELTA subject directors work with targeted pupil premium pupils. This continued support enabled us to also set up smaller classes in Year 11 and provide additional intervention sessions.</p> <p>Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the mathematics and English examinations.</p> <p>Increased IT provision for home use where families indicate there is no provision at home.</p> <p>Provide passwords to Hegarty Maths, GCSE POD, Languagenut and a</p>	<p>Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps, EEF teaching and learning toolkit sites feedback as having high impact +8 months</p> <p>EEF shows that 121 teaching has a moderate impact of +5 months. It also enables thorough and effective feedback which EEF rates as a high impact strategy +8 months</p> <p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. EEF Collaborative learning +5, moderate impact for very low cost. EEF Extending school time +2 months, Digital technology research +4 months</p> <p>Ensures bespoke and intensive interventions for identified pupils</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills. They complete work on Hegarty Maths.</p> <p>Pupils are given individualised feedback on Hegarty Maths from</p>	<p>Regular monitoring of progress and attainment through data tracking</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies</p> <p>Director support regarding T&amp;L and resources plus cross school links</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents and register of attendance</p> <p>Improvements in assessments</p>	<p>Directors M&amp;E LL M&amp;E</p>	<p>Weekly RAG Meetings led by SLT</p>	
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	space afterschool to access the internet	class teacher which EEF rates as a high impact strategy +8 months. Homework EEF +5 months.  Pupils use exam specific resources on GCSE POD. Digital technology, +4 months moderate impact for moderate cost.				
<p>C - Aspiration, resilience, experience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.</p> <p>Vulnerable pupils are supported academically, emotionally and socially.</p> <p>Enhance life chances and learning experience</p>	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>Pupils make use of the PSR to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term, part time or full time.</p> <p>Pupils make use of the PSR to be supported on an individualised curriculum.</p> <p>Pupils are supported emotionally through the Mental Health Champion</p>	<p>The EEF Toolkit suggests that targeted interventions matched to the needs of pupils with particular needs or behavioural needs can be effective especially for older pupils.</p> <p>Behaviour interventions +3 months, moderate impact for moderate cost. Metacognition and self-regulation +7 months. Social and Emotional learning +4 months.</p> <p>Outdoor adventure and learning +2</p>	<p>Phase Leaders engage with parents prior to the start of an intervention.</p> <p>Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar</p> <p>Phase Leaders and PLC Lead engage with parents before and during placements.</p>	AP Inclusion	Feb 20, July 20	

	<p>and receive regulating emotions therapy from an external source</p> <p>Vulnerable pupils are supported where appropriate via the hardship fund so that they fit into school and have the appropriate uniform/equipment etc to be comfortable and learn in school.</p> <p>Disadvantaged pupils are provided with a free breakfast to ensure that they are warm and fuelled for the day so good learning can take place</p> <p>All pupils able to access curriculum trips, regardless of circumstances. All pupils regardless of background, able to gain experience of higher education/employment opportunities therefore raising aspirations.</p> <p>Participation in Leadership courses and courses provided through Universities and The</p>					
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	<p>Brilliant Club to raise aspiration</p> <p>Pupil Premium students supported within Alternative Provision to support with their challenging behaviour needs</p>					
<p>D - Increase in the attendance of disadvantaged pupils A reduction in the behaviours of disadvantaged pupils that lead to the removal from the classroom environment</p>	<p>Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school.</p> <p>The EWO will employ a variety of preventative strategies to work with families and ensure that they are aware and pupils attend school regularly.</p> <p>Attendance Reward Scheme on a 6-week programme to aid pupils to improve their attendance through means of motivation of a reward.</p>	<p>A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils</p> <p>Pupils issued with two targets of which if an improvement in their attendance percentage has improved a reward will be given.</p>	<p>Tracking of pupils' attendance on a daily basis EWO. Regular meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA</p> <p>Tracking of group attendance data on a half termly basis</p> <p>Targeted interventions are in place to improve attendance and to re-engage pupils to ensure progress across the curriculum. These include referrals to external agencies where appropriate.</p> <p>Monitored weekly by the PP Champion and the EWO. Afternoon reward at the end of term for successful pupils.</p>	<p>AP Inclusion EWO, PP Champion</p>	<p>Half termly data track</p>	

	<p>Nominated pupils have identified key workers/mentors who monitor engagement and progress.</p> <p>Pupils who are struggling to access the mainstream curriculum can be taught in the PSR</p> <p>Application for places for pupils allowing access alternative provision. This is to ensure students are engaged in learning in a provision that meets their needs, and to ensure academic outcomes and post 16 pathways.</p> <p>Mini Bus initiative to provide transport for pupil premium students into school to increase attendance</p>					
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**Current allocated spend 310,000**

**Monitoring Sources Available**

Pupil voice through individual conversations and the Junior Leadership Team.  
Attendance data through Power-Bi- daily, weekly, half termly and annually.  
Assessment data is collected formally, and shared, twice per year. Though departments have their own assessments and tracking in addition to this.  
All seating plans used in classrooms (Class charts) indicate who the disadvantaged students are and where they are seated to ensure maximum contact and progress.  
Class profiles indicate disadvantaged students who are not making progress and plans to support and increase progress included.  
Inclusion data is used by Pastoral staff to monitor behaviour, including monitoring pupil premium pupils so that appropriate interventions can be planned.

Pupils are tested throughout the year to monitor students' progress in reading and spelling. Small group work or individual intervention is then provided to accelerate student progress. The Pass Survey has been conducted with years 7 – 11 to provide a picture of the perceptions of students about themselves and the academy. Families are surveyed with regard to appropriate access to IT in the home environment.

### **Additional detail**