

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Melior Community Academy
Number of pupils in school	810
Proportion (%) of pupil premium eligible pupils	50.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – August 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr G Levitt
Pupil premium lead	Miss G Broughton
Governor / Trustee lead	Mr M Smith Mrs J Raspin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346188
Recovery premium funding allocation this academic year	£53143
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	£399331

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Melior Community Academy, irrespective of their background, and challenges they face, make good progress and achieve high attainment across the curriculum in line with non-disadvantaged pupils nationally and within the academy. The last two years have been very challenging for all pupils and our strategy focus is on closing gaps that have widened even further due to academy closure and the pandemic.

Decisions made on spending, aim to address the complex barriers to learning that can be faced by disadvantaged students to enable change to take place in their educational outcomes. Historically disadvantaged pupils have needed additional support across the whole curriculum to achieve their potential and our strategy addresses this.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Spending decisions made reflect the needs of disadvantaged students.

The following key principles underpin our decision making:

- Focused on outcomes. All pupil premium spending should have a measurable impact on student achievement and attainment and there should be a clear plan for measuring the impact of the spending. All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Evidence based. Interventions should take account of current research and evidence of best practice.
- Needs based. Funding decisions should be influenced by student need, based upon a thorough knowledge and understanding of individual students. This allows us to act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Data driven. Several sources of data should feed into an understanding of what issues disadvantaged students might face. Data might include: subject area reports, behaviour and attendance records and performance tracking data.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and reading: On entry, reading, writing, communication and mathematics skills are lower for PP pupils than 'others'. If pupils are not able to read at an age appropriate level and fluency they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers.
2	Pastoral: Some of our students have difficulties with social skills, mental health, incorrect uniform, lack of support at home, emotional regulation issues, the need for mentoring/counselling, etc. Although this is not just unique to disadvantaged students, it does mean that certain key students (who are more likely to be disadvantaged) struggle in school and need support via mentoring
3	Homework/Revision/Organisation: There is a clear gap for students eligible for Pupil Premium around homework behaviour logs and attendance at additional study sessions meaning that students need support with homework and further strategies on revision. Development of approaches to support students' knowledge retention and recall is an area currently being worked on.
4	Attendance rates for pupils eligible for PP in 2020-21 was 85.3% vs. 93.6% for non-PP pupils. This reduces their hours in school and impacts negatively on their progress and attainment. This is better than national 82% PP v 85% for non PP, but we must reduce the in-school gap
5	Enrichment: Many of our students eligible for Pupil Premium do not have the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential
6	Digital Disadvantage: Many disadvantaged students do not have access to technology to enable them to complete online tasks set or take part in online revision materials.
7	Aspiration: Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities. The academy uses Careers Inc, in addition to PP funding to allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study
8	Progress: Ensuring all disadvantaged students make at least expected progress.
9	Behaviour: PP pupils, particularly boys, receive more 'Consequences', matrix removes (C4) and sessions in The Reflections Room (C5) than other pupils. This detrimentally affects their academic progress.
10	Parental engagement: The attendance of parents / carers of PP pupils at Parental Consultation Evenings is typically lower than that of 'others'.

	This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them. Due to Covid-19 Parental Consultation Evenings will be virtual. We will seek to further address issues parents may have around technology or the know-how on how to use different platforms effectively.
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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
CURRICULUM OFFER - The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly. The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PRIDE is in place. Pupils' work across the curriculum is of good quality.
LITERACY- High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium. Current benchmark – starting point – pupils have sat GL assessment reading test.	All new Year 7 pupils [2021 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 7. All Year 8 pupils [2021] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 8. We will evidence this using: Reading ages in October, December, March and June (GL assessment reading tests)

<p>PERSONAL DEVELOPMENT – Disadvantaged pupils acquire the knowledge and cultural capital they need to attend further education and to succeed in life.</p>	<p>All PP pupils will engage with the academy, tutor, assembly and 'Ethics. Philosophy and Citizenship' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>PP pupils regularly attend a wide range of classroom experiences including after school clubs</p>
<p>BEHAVIOUR - Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible</p>	<p>Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality lessons that deliver the academy's curriculum intent.</p> <p>Analysis of behavioural data will show a reduction in the average number of C4 detentions given to PP pupils, a reduction in C5 isolations (per PP pupil) and a reduction in the average number of days of exclusion per disadvantaged pupil in an academic year from the baseline of when pupils were not effected by the pandemic.</p>
<p>ATTENDANCE - Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM]</p> <p>Baseline 20/21 data</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average or below.</p> <p>Improve overall attendance rates of pupils eligible for PP to 97% or above (Nat. Ave. PP = 82%, non- PP= 85%)</p>
<p>PARENTAL ENGAGEMENT - Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings</p>	<p>The parents / carers of pupils eligible for PP attend at least one event</p>
<p>HOMEWORK - Improved homework completion through the use of Knowledge Organiser (KO), Hegarty Maths and GCSEPod.</p> <p>Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge.</p> <p>Improved attendance at enrichment study sessions for pupils eligible for the Pupil</p>	<p>Behaviour data will show that sanctions are low for poor use of KO/Hegarty/GCSEPod.</p> <p>PP pupils can make the same amount of progress as non-PP pupils as they are able to access home learning</p>

<p>Premium. This will ensure that they are better-prepared for national tests in Year 11 because they have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p> <p>Disadvantaged pupils can access the academy home learning programme as they possess a suitable device and an internet connection.</p>	
<p>CEIAG - Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy.</p> <p>This will lead to improved aspiration. Benchmark – National NEET PP = 9%</p>	<p>Monitoring and evaluation of tutor and PSHE lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>NEET figures for pupils eligible for the Pupil Premium are better or below national level.</p> <p>Careers award is achieved. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils identified as being at risk of NEET.</p>
<p>PASTORAL – Pupil Premium students feel supported and know where they can access support in school.</p> <p>The mental health of disadvantaged pupils improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place.</p> <p>Disadvantaged pupils are able to access appropriate external agencies for support with mental health and wellbeing issues</p>	<p>Achievement, behaviour and attendance data shows that pupils identified as vulnerable and/or suffering with mental health issues are accessing support and improving throughout the year.</p>

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: £7800 + CPD Costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership places the Pupil Premium Strategy at the heart of the academy through recruitment, retention and training of the very best leaders.	EEF recommends improving teaching as having the largest impact on disadvantaged students.	1, 2, 7, 8, 9
A well-trained Teaching and Learning and leadership team will be offering the relevant CPD to staff to ensure that our disadvantaged students experience the very best quality teaching.	P8 of disadvantaged students to be positive. Teaching staff, leaders and support staff are trained on the best strategies to deploy when working with disadvantaged students. Teachers to receive CPD on high quality T&L for all learners. A CPD programme is in place and compulsory for all teaching staff to attend.	1, 2, 3, 4, 5, 6, 7, 8, 9,10
Resources provided to disadvantaged students	Subject specific resources (calculators, revision guides etc) are to be provided for disadvantaged students	3, 8
A well-trained teaching body will be delivering outstanding teaching and are aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged students. Staff are trained on the best strategies to deploy when working with	An increased focus on quality wave 1 teaching which will lead to improvements to the P8 score of the disadvantaged. A CPD programme is in place and compulsory for all teaching staff to attend.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

different groups or disadvantaged learners. Teachers also receive CPD on high quality T+L for all learners. Performance Management and Quality Assurance focuses on teacher standards		
Intervention programme	In addition to wave 1 intervention, an intervention plan for year 11 during tutor periods is to focus on underachieving disadvantaged students.	1, 3, 7, 8
Curriculum plans well sequenced to address gaps and barriers to learning.	Long-term plans and medium-term plans should show a well sequenced curriculum. Learning journeys produced for all courses across the academy	1, 2, 7, 8
Disadvantaged students supported with technology and online learning.	Students eligible for Pupil Premium will be loaned a device where necessary. A new Associate Assistant Principal is appointed to support with online learning.	1, 6
Using blended learning to support students isolating due to Covid19	Disadvantaged students to be offered a device to loan to ensure that no work is missed due to isolation	3, 6, 8, 10
Class charts	A subscription to a software package ensures that staff are able to have all the relevant data with regards to their disadvantaged students to inform planning, teaching and learning. Pupil achievement points are visible to parents/carers.	3, 8, 9,10
Teacher toolkit	A subscription to a software package (Teacher Toolkit) is used to improve teaching and learning. It also allows staff to direct questioning to specific students, thereby allowing disadvantaged students to be more likely to be questioned.	8

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

Budgeted cost: £236920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer	All disadvantaged students' attendance to be monitored and where necessary, interventions to be put into place.	4
Incisive intervention to drive forward rapid improvement in outcomes for students with chronically low reading ages on arrival at the academy. Students with reading ages below 10 to receive bespoke intervention	Students with low reading ages cannot access GCSEs and need time to improve their reading ages. Appropriate reading and spelling intervention has proven beneficial and has historically had a great impact especially on disadvantaged students.	1,8
Intervention offered to all disadvantaged students within the academy day, as well as after school.	English maths and science intervention offered throughout the academy day. All subjects have after school intervention sessions available which is accessible to all disadvantaged students.	1,8
One-to-one intervention to improve the outcomes in English and maths.	Underachieving students eligible for Pupil Premium will receive one-to-one intervention.	1,8
Specialised subject directors from Delta Academies Trust offering intervention to disadvantaged students.	The academy works with specialist subject directors from Delta Academies Trust to assist in the intervention of disadvantaged students	1,8
Expert careers and aspiration advice to improve aspirations and destinations of our most disadvantaged.	All students to receive careers advice from an outside agency.	2,5,7

Aspirations for students from a deprived postcode area or students who have no history of family at university are raised through enrichment experiences with Universities	Scholarship Program from The Brilliant Club. Fully funded range of experiences. Raising FE aspirations.	2,5,7
Increased pastoral support for any disadvantaged student at risk of permanent exclusion.	Disadvantaged students nationally more at risk of PX and life chances reduced. Alternative provision to be made available for students at risk of permanent exclusion where needed.	2,8,9
TAMNET	Disadvantaged students unable to attend the academy due to issues regarding mental health are to access the curriculum through a place at TAMNET. This takes place through close liaison with teaching staff at the academy who continue to monitor the students' progress	2,8

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

Budgeted cost: £160395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to work with disadvantaged students and their families to remove barriers to their child's education	Regular support from learning managers, attendance officers, pastoral staff, members of SLT. Home visits to disadvantaged students with poor attendance.	2,3,4
Uniform allowance for students in need	Disadvantaged students who are not attending the academy in full uniform is supported by uniform being made available.	2,4
To provide meaningful support to students with social, emotional and mental health problems.	Learning managers to prioritise disadvantaged students in their one to-one meetings with students to support wellbeing.	2,8

To work with external agencies.	The academy is to work with external agencies such as CAMHS to ensure students' attitudes to their education is positive.	
To increase the use of the rewards system	<p>Parents and pupils see the benefits of working hard and converting rewards into something meaningful.</p> <p>Parents and pupils can see positive rewards at home.</p>	8

Total budgeted cost: £ 481640 + CPD Costs