

Measuring the Impact of Pupil Premium Expenditure 2017-2018

1. Summary information			
School	Meopham School		
Academic Year	2017/18	Total PP budget	£118,548
Total number of Pupils	704	Number of pupil eligible for pp	160

2. Attainment and progress	
Overall disadvantaged pupils made strong progress and attained well above the national average across a range of subjects, especially in key stage 4. There has been a three-year trend of strong progress made by DA pupils by the end of KS4. However, disadvantaged pupils made less progress than others in humanities, especially in Geography. Also, historically, the very few more able DA pupils also did less well than their peers at the end of key stage 4. At the end of KS3, pupils made strong progress in English and mathematics, broadly similar to other pupils in the cohort but DA pupils made less progress in science than similar pupils. Those few DA pupils who arrive in Year 7 with below age related expected scores catch up quickly by the end of the year.	
KS4	
Basics in English and Maths	47% achieving grade 5+, 73% achieved 4+
Progress 8 score for disadvantaged (PP) pupils	0.01
Progress 8 score for core subjects	En: 0.1, Maths: 0.1, Science: 0.2
Progress 8 score for Ebacc subjects	-0.1
Progress 8 score for Open subjects	0
By end of KS3	
DA Pupils on track to make strong progress in English from KS2 starting points (others- 81%)	75%
DA Pupils on track to make strong progress in mathematics from KS2 starting points (others-79%)	80%
DA Pupils on track to make strong progress in Science from KS2 starting points (others-45%)	30%
Progress of DA pupils who arrive below expected standard in English and mathematics	
Literacy	5/6 pupils made strong progress in reading age score
Numeracy	9/10 pupils reached expected score by end of Year 7

3. Knowledge & understanding (barriers to learning)	
In school barriers (issues to be addressed in school)	
Those pupils who are both High Prior Attainers and who are eligible for PPG have made less progress than other pupils in the past. These pupils may not have the support or understanding of their potential at home and therefore settle for lower grades rather than aspire to reach the highest grades.	
Those few disadvantaged pupils who struggle to maintain strong relationships with staff and other pupils, leading to lower rates of progress in individual subjects.	
The new demands of the science curriculum to recall significant content presents a significant challenge for disadvantaged pupils. The requirement to use independent learning time to revise key facts and absorb significant content prior to lesson time is a potential barrier.	
Disadvantaged pupils who have achieved less well in key stage 2, arrive unprepared for the literacy and numeracy demands of Key stage 3.	
External barriers (issues that require action outside school, such as low attendance)	
Attendance for pupils eligible for PP is below whole school target. This reduces their school hours and causes them to fall behind.	
A small minority of disadvantaged pupils achieve less well due to concerns around their social and emotional well-being. Pupils whose parents or carers have recently separated, are less resilient and well prepared for the challenges of school life.	
Parental engagement can be a challenge. Parental involvement in a child's learning is important for a student's intellectual and social development, and has a significant effect on educational achievement. Parents of disadvantaged students can make a positive contribution to their child's academic achievement if support and encouragement is offered.	

4. Most effective strategies		
Strategy	Chosen action/approach	What is the evidence and rationale for this choice? What is the impact?
Employ additional teachers allowing for smaller group sizes in English and Maths	We want to offer high quality teaching to these pupils as the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds	According to the EEF toolkit, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils - resulting in around three months' additional progress for pupils, on average. Our 3 year trend of positive P8 score shows that they are making more than expected progress in both English and mathematics. The increase in DA pupils attaining a strong pass in both English and mathematics also highlight

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Saturday school, advisories and interventions	To address historic underachievement through targeted interventions	Advisories have a PP focus through targeted intervention providing additional content and revision support. This personalised approach ensures that impact is sustained in normal classes. This is particularly effective with science where we have seen Progress 8 scores at the end of KS4 in the top 20% nationally. Additional intervention on Saturdays and after school has also raised rates of progress in history in the last year.
Learning Leaders	To enable every student access to an academic mentor.	The % of DA pupils who are persistently absent has reduced and overall DA attendance has increased. The % of pupils who are referred to internal isolation has also reduced. Overall progress of DA pupils across key stages is increasing.
Provide GCSE text books and additional resources to KS4 students	Cost of resources can be a factor to students who are eligible for the PPG and we want to ensure that every student has access to items that will aid their learning	DA pupils reported that they felt better supported prior to their final exams. They were especially positive about the impact of lead lessons and the additional resources shared with them. Consequently, pupils continued to do well at the end of KS4 and achieve in line or above the national average for progress.
Classroom strategies – seating plans, mark first, verbal feedback, Assessment for Learning (AFL)	To provide specific guidance on how to improve, encourage and support further effort	Our mark first and verbal feedback policy ensures that we provide information relative to learning goals and outcomes for our PP students, emphasising the importance of effort and perseverance. Reviews by the trust and pupil information evenings highlighted the impact this feedback made on DA pupils' progress, especially in English and mathematics. The school is reviewing the quality of feedback in science in Key stage 3 following review of progress data at the end of KS3.
Deliver small group work and 1:1 sessions in English and Maths	Our 'raising achievement' team evaluate and monitor all students to identify the areas where support is needed	Historical progress 8 and attainment data shows that these strategies are bearing fruit. Progress data in KS3 indicates that focused intervention for those pupils who need extra support are making a significant difference. As a result, these pupils are making similar or better rates of progress than their peers. There was especially effective support for DA pupils who arrived below the expected standard in Year 7 so that the vast majority of these pupils caught up with their peers.
Personalised support	To ensure every student has support in place that is individual to his or her needs.	The school's approach to supporting pupils SEMH includes counselling, peer mentoring and coaching from senior staff. This support is personalised and makes a strong contribution to the improvements in attendance and attainment.
Parental engagement	To increase communication with parents of DA pupils.	Whole school communication systems have been upgraded so that parents/carers of DA pupils are receiving updates about additional intervention, cultural activities and after school clubs. Uptake to these have increased, although attendance of DA pupils at after school events is not yet as strong as other pupils. Senior leaders contacted parents of DA pupils prior to parents' evenings and where possible made arrangements to ensure that these pupils get the right support to achieve their target grades.
Aspirational visits	To ensure that all students, regardless of their background, have the opportunity to aspire to higher education.	Leaders have prioritised DA pupils to take part in curriculum enrichment, including taking part in cross trust events that enhance pupils' softer skills such as public speaking and working with their peers. School based careers advisor has prioritised DA pupils so that more of these pupils are taking L3 courses at post -16. More work is needed to track the destinations of these pupils who don't stay in Meopham sixth form.