



1. Summary information			
School	Meopham		
Academic Year	2018/19	Total PP budget	£120,615.00
Total number of Pupils	702	Number of pupil eligible for pp	171

2. Current attainment	
A positive progress 8 score means pupils in this school on average do better at KS4 as those with similar prior attainment nationally.	
Our pupil premium students have positive progress 8 score in core subjects	
Basics in English and Maths	47% achieving grade 5+
Progress 8 score for disadvantaged (PP) pupils	0.01

3. Knowledge & understanding (barriers to learning)	
In school barriers (issues to be addressed in school)	
Ensuring High Prior Attainers who are eligible for PPG make progress across all subjects. Through rigorous monitoring and evaluation, these students are identified as part of a focus group and are a high priority within our school. Teaching and Learning is delivered to ensure stimulating and interesting lessons which inform, challenge and develop thinking skills.	
Pupils under the Pupil Premium funding becoming disengaged with school. Low self-esteem, lack of support and low aspirations can create a negative outlook at school. A more tailored approach is needed for these students as not all universal strategies will work for them. Using staff members as keyworkers, who are carefully matched with students, will help build relationships and offer support suited to each individual student.	
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. Strategies are addressed whole school via Learning Leaders and form tutors, including back to school interviews. Individual strategies are designed around the individual student and their families, which may include reward incentives and transport costs.	
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. Meeting and working with the families is imperative and we have created a Family Room to help build relationships in a warm, welcoming environment.	

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
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.
Learning Leaders	To enable every student access to an academic mentor.	Having Learning Leaders across the school ensures targeted support for focus groups by evaluating and monitoring pupil progress and providing strategies to raise their attainment.
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	Providing students with useful resources and facilitating quality revision not only helps to remember facts, figures, topics and methodologies for their exam but it can help increase their confidence and reduce anxiety. Students become more focused during the exam season if they feel prepared and well supported.
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. Feedback studies tend to show very high effects on learning. Research evidence about feedback was part of the rationale for Assessment for Learning (AFL). One evaluation of AFL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.



Measuring the Impact of the Pupil Premium Expenditure 2018/19

Metacognition and self-regulation	To carefully implement teaching approaches which encourage learners to plan, monitor and evaluate their learning	The Sutton Trust website suggests classroom strategies that encourage students to be aware of their own learning, such as enquiry or problem solving develops reflectively and supports student evaluation. Metacognitive and self-regulation strategies can have an impact of 8+ months to a pupil's progress.
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	Evidence indicates that One to One tuition can be effective, delivering approximately five additional months' progress on average.
Personalised support	To ensure every student has support in place that is individual to his or her needs.	Research shows that living with stress and in poverty changes children's brains and their thinking. Personalised support within school is valued and has a huge significance for each pupil.
Aspirational visits	To ensure that all students, regardless of their background, have the opportunity to aspire to higher education or sustainable employment.	Although the Sutton trust toolkit suggests that aspirational interventions have little impact on educational achievement, we believe in exposing students to new opportunities and aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.