

# MHS Pupil Premium Strategy 2021-24

## PROGRESS REVIEW – Year 1 2021-22

This details the impact that our pupil premium activity had on our pupils. 2021-22 was the first of this 3-year strategy plan. Our evaluation of impact is below.

*Please note, due to COVID-19, there was significant disruption to learning during this year through student and staff absence.*

### Progress review – Year 1 (2021-22)

#### Teaching Strategies:

The teaching strategies have been implemented effectively and focused teaching and learning groups were able to lead, trial and share effective strategies and we were able to see the development of these in lessons throughout the year.

Reading is a crucial development area for us and we have seen a positive impact already through the strategies we have introduced. We have introduced a tutor led reading programme. Tutors chose from a selection of contemporary YA novels and are asked to read aloud to their group once per week. A wide range of resources were shared with the Reading T&L research group to provide an initial research base for them to work from. This includes strategies from Doug Lemov's Reading Reconsidered, Tom Sherrington's Walkthrus and the Open University's Reading for Pleasure. From this starting point, the group have developed, trialled and evaluated several reading strategies which have been shared with all staff during the two T&L Showcase sessions.

#### Targeted academic support:

Targeted academic strategies were implemented in several ways with varying levels of success.

Our Academic mentor supported 83 students (across Year 9-11) over the year. Over half of these students were disadvantaged. Three quarters of the disadvantaged students improved their currently working at grade following intervention (measured from term 1 to term 3). We have not been able to sustain the Academic Mentor into year 2 due to the increased costs required.

The National Tutoring Programme supported 33 students, 55% of whom were Pupil Premium students. We had an average of 53% attendance to sessions and a VA of -0.4. Student feedback was mixed.

71 students were identified (half of the year 11 cohort) identified for School-Led tutoring in at least one subject; of these, 27 (38%) were disadvantaged. 12 subjects (out of 19) offered tutoring sessions to identified students. Attendance varied between subjects. Average attendance was 56% across the cohort. 637 hours of tuition have been delivered (960 hours were offered). Subjects that took part had an average VA of -0.6.

Our reading interventions have been impactful for targeted students. These were students who, through baseline assessment, demonstrated significant reading age gaps (3 years plus compared to age related expectations ARE). During the year, 24 Year 9 students took part in reading interventions. Out of the 24, 67% were PP and 50% were SEN K or E.

In the 9 months of intervention:

87.5% of students made 18 months or more progress

70.8% of students made 2 years or more progress

45.8% of students made 3 years or more progress

Before intervention, all students were significantly below ARE and would struggle to access curriculum at the age they were working at. Post intervention: 75% now have a reading age that allows them to access the curriculum at a level they are working at. 33% of students are now at ARE or above.

Disadvantaged students have made an average of 4.8 years progress, ranging from 2 months to 5 years. Non-disadvantaged students have made an average of 4.6 years progress, ranging from 4 months to 8 years.

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

### **Developing aspirations and support for careers**

We provided 10 places on The Boys' Network and 15 places on The Girls' Network to students in Year 10. Both programmes partner students with mentors from a range of different backgrounds including: doctors, lawyers, accountants, computer programmers, CEOs, etc.

The Boys' Network - 70% of the boys on this programme are considered disadvantaged. Of the 50% who attended most regularly, 60% were disadvantaged. It is difficult to measure the impact of the sessions, but the boys who have attended regularly say that overall, they have found it useful. We will monitor their progress into Year 11 and amend the programme we run for next year Year 10s.

Whereas students on The Boys' Network were selected by school, The Girls' Network deliver an introduction session to encourage girls to apply for a place. We were required to offer 15 places and received 17 applications, only 4 of which were from disadvantaged girls; all 4 (27%) were given a place. Most girls have engaged well, with 11 (73%) completing the programme. Again, it is difficult to measure the impact of the programme. The girls themselves report feeling more confident about engaging with new people, that they have a better understanding of what some careers entail, and that they are more aware of what employers want. We will monitor their progress into Year 11 and amend the programme we run this year.

**The careers education scheme of work and wider programme** has now been aligned with the new CDI framework although knowledge of this framework needs to be shared more widely with staff and students. Evidence to date shows our careers provision is having a positive impact - (see Y9 careers speed dating pre and post results and Y9 HAPs University Day visit feedback). The annual parent/carer CEIAG evaluation survey shows some improvements in terms of parent/carer website awareness and use, awareness of the of careers programme and knowing how/where to access CEIAG support should they need it. Parent/carer responses also indicate they believe students generally have a good understanding of their future options and pathways and can access careers support should they require it. Careers has been included in newsletters and regular posts promoted through our social media platforms. Yr 11 leavers in 2022 all secured an appropriate post 16 destination.

**High prior attaining disadvantaged students** – To improve curriculum engagement and challenge and to raise aspirations we have implemented a programme of mentoring and support for targeted Year 9 HAPS and DAPs with a focus on higher education opportunities and aspirations. Evidence his group shows excellent attendance and engagement - students will be monitored for GCSE progress.

We also ran a series of five fifteen-minute breakfast sessions for a cohort of Year 11 HAPs, 23% of which were disadvantaged. We will adjust the programme so Year 11 also receive five hour-long sessions moving into 2022, as well as introducing a programme into Year 10 consisting six hour-long sessions.

Our wider strategies for **wellbeing and behaviour** are supporting our culture of learning and achievement and are showing a holistic improvement in the support our students receive in school.

Our quality assurance activities tell us that relationships between staff and students enable the creation of positive working and learning environments and developing more effective learning behaviours.

-95% of parents feel that pupils are well behaved in school

-97% agree their child is happy and feels safe in school

-95% believe the school have high expectations of their child

Our **Extra – curricular programme** was extensive with 25 opportunities Term 1 and 2 data shows that a similar proportion of PP and Non-PP student were engaging in the extra-curricular programme - we need to sustain this across this academic year. We had over 30 trips/visits/enrichment opportunities across the year and our analysis tells us that PP involvement in trips/visits was lower compared to non-PP students – 42% of PP involved in at least one trip/visit compared to 61% of non-PP. This is an area for further development, however it does equate to proportional representation. We did subsidise trips, but we need to work further on targeting and inviting PP students.

We increased the counselling support by one day and there remains a waiting list at times of the year. Disadvantaged pupils are more likely to request counselling support. We have continued to fund this extra day this academic year. Our thrive practitioners supported 12 students through the intensive 1:1 programme.

**Attendance:**

Our strategies to improve attendance have had some impact although Attendance continues to be a challenge and we continue to refine our strategy to ensure we support students to attend Overall attendance was better compared to the same time frame last academic year and was in line with other schools nationally using FFT data for comparison. Disadvantaged students attendance improved over the year as a result of the interventions in place. Persistent absenteesim figures have decreased throughout year showing improvements are being made, however it remains too high, particularly for disadvantaged pupils.