

Pupil premium strategy statement – Mullion School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	568
Proportion (%) of pupil premium eligible pupils	29
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	10 November 2023
Date on which it will be reviewed	Annually
Statement authorised by	M Dunleavy
Pupil premium lead	R Smith
Link governor	A Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,550
Recovery premium funding allocation this academic year	£32,568
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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	£202,118

Part A: Pupil premium strategy plan

Statement of intent

Our goal is to ensure that every student, regardless of their background or any obstacles they may face, excels in all aspects of our curriculum, with a special emphasis on fundamental skills such as numeracy and literacy. We achieve this through the implementation of our curriculum and the pursuit of personal development objectives, with the aim of equipping all students with the knowledge and abilities required to advance in their education and training, leading to fulfilling and contented lives. Our strategy for the Pupil Premium seeks to eradicate the correlation between background and achievement, with a central focus on delivering high-quality initial teaching.

In alignment with the research conducted by the EEF regarding the effective utilisation of the Pupil Premium and catch up funding streams, we understand its proven ability to significantly reduce the attainment gap for disadvantaged students, while also benefiting those who are not disadvantaged in our school. Our curriculum is thoughtfully designed to be comprehensive and equitable, considering our school's unique context, and effective execution of this curriculum will help all students achieve at a high level. The strategies outlined in this statement are intended to cater to student needs, irrespective of their disadvantaged status. We anticipate that non-disadvantaged students will maintain and improve their attainment alongside their disadvantaged peers' progress.

Additionally, we acknowledge that many students may not formally qualify for free school meals but reside in areas with high levels of deprivation. This underscores the importance of providing high-quality initial teaching to all students, ensuring that those who are not officially identified as disadvantaged receive both quality teaching and targeted support. As a result, our strategy is designed to support all students based on our understanding of our unique context. It also plays a pivotal role in our broader school plans for educational recovery following the COVID-19 pandemic, particularly through targeted support provided by the National Tutoring Programme for students whose education has been severely impacted, including those who are not disadvantaged.

Our strategy complements the school's overall plan for enhancing cultural capital, which in turn supports the personal development of our students. Our approach is responsive to common challenges and individual needs, grounded in thorough diagnostic assessment rather than making assumptions about the impact of disadvantage. The combined approaches work together to help students excel. To ensure their effectiveness, we will:

- Challenge disadvantaged students in their assigned work.
- Implement early interventions when needs are identified.
- Embrace a school-wide approach in which all staff members share responsibility for addressing disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students typically achieve lower results in core subjects at the GCSE level compared to their non-disadvantaged counterparts. In maths, teacher assessment reveals that many students encounter difficulties when approaching intricate problems and breaking them down into smaller, manageable steps while providing complete workings with accurate arithmetic. It was also noted that the reading age required for a full understanding of the maths GCSE questions was a barrier to excellent achievement.</p> <p>Upon careful analysis, it became evident that students were underperforming in literature, particularly when compared to their performance in English language. However, it's important to note that their attainment in English language still falls below that of their peers. Teachers have pinpointed that students face challenges in exploring broader themes and perspectives within texts, and they struggle to connect these themes to larger ideas and viewpoints due in part to a deficit of cultural capital.</p> <p>Furthermore, assessments conducted upon entry into Year 7 in the previous year indicate that 30-40% of our disadvantaged pupils arrive with skills below the age-related expectations in English and mathematics, in contrast to only 17-21% of their peers.</p>
2	<p>Based on assessments, observations, and conversations with Key Stage 3 (KS3) students, it is evident that disadvantaged pupils typically exhibit lower levels of reading comprehension compared to their peers. This deficiency has a notable influence on their overall academic progress in all subjects. Our findings are substantiated by the analysis of reading age tests, where 75% of disadvantaged students commence with a reading age below their chronological age, in contrast to 33% of their peers.</p>
3	<p>Our recent attendance review across year groups reveal a consistent pattern: attendance rates among disadvantaged pupils have been on the face of it similar to that of their non-disadvantaged peers. However, their persistent absence is 11% higher and as such their Bradford Factor is almost double. In almost all year groups the persistent absence of disadvantaged and pupil premium students is close to or exceeding 40%. Our assessments and observations strongly suggest that this high absenteeism is having a detrimental impact on the academic progress of disadvantaged pupils.</p>
4	<p>Our evaluations, observations, and conversations with both students and their families indicate that the educational attainment of many disadvantaged pupils continues to be disproportionately affected by the consequences of the partial school closures during the COVID-19 pandemic, particularly when compared to their non-disadvantaged peers. National studies also support these findings. Consequently, disadvantaged pupils have experienced significant knowledge gaps, leading to them lagging further behind in achieving age-related expectations.</p>

5 Our assessments, observations, and dialogues with students and their families strongly indicate that the educational progress of many disadvantaged pupils has been notably influenced by the consequences of the partial school closures brought about by the COVID-19 pandemic. This impact is more pronounced for these students compared to their non-disadvantaged peers. Furthermore, these findings are corroborated by national research studies. As a result, disadvantaged pupils have developed knowledge gaps, causing them to further lag behind in reaching age-related educational standards.

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
<p>Enhanced academic achievement among disadvantaged pupils in various subjects, with a specific emphasis on securing proficiency in fundamental skills.</p>	<p>The KS4 outcomes for the 2026/27 academic year illustrate that disadvantaged pupils are expected to achieve the following:</p> <ul style="list-style-type: none"> Attain an average Attainment 8 score, which is at least on par with the national average (the 2022 national average being 48.7). Have a minimum of 50% of disadvantaged pupils achieving the Basics.
<p>Enhanced academic progress of disadvantaged students upon reaching the end of Key Stage 4.</p>	<p>By the conclusion of our current plan in 2026/27, disadvantaged students within our school are projected to make significant progress compared to all disadvantaged students nationally, positioning them in the top quartile. It's important to note that progress will not be measured in the 2025 and 2026 GCSE exam cohorts.</p>
<p>The goal is to attain and maintain improved overall well-being for all students, including those facing disadvantages.</p>	<p>The target for the same period is to sustain high levels of well-being, as demonstrated by the following:</p> <ul style="list-style-type: none"> Qualitative data from student feedback and teacher observations. Quantitative data obtained from student and parent surveys.

	<p>A notable increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Full engagement of all disadvantaged students in personal development through our student entitlements.</p> <p>A decrease in the number of negative behaviour points accumulated by disadvantaged students compared to the outset of the strategy.</p>
<p>The objective is to secure and uphold higher attendance rates for all students, with a particular focus on improving attendance among our disadvantaged pupils.</p>	<p>Regarding attendance, the aim for 2026/27 is to exhibit sustained high levels, evidenced by:</p> <p>Reducing the attendance gap between disadvantaged pupils and their non-disadvantaged peers by 10%.</p> <p>Ensuring that the percentage of all pupils who are persistently absent falls below 10%, with a similar figure for disadvantaged pupils.</p>
<p>To advance reading comprehension skills among disadvantaged pupils throughout Key Stage 3.</p>	<p>In the realm of reading comprehension, the goal is to showcase a 10% improvement in comprehension skills among disadvantaged pupils at the conclusion of KS3. Additionally, the goal is to narrow the gap between the reading scores of disadvantaged pupils and their non-disadvantaged peers as measured through LAO reading tests. These improvements should be recognized by teachers through active student engagement in lessons and book assessments.</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: £27,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Elevate the quality of curriculum implementation throughout all Key Stages by enhancing both the modelling and reactivation components of The Mullion Way lesson structure, to be consistently used by all teaching staff. This encompasses the efficient use of homework assignments to facilitate the transition of knowledge from short-term to long-term memory.</p> <p>Achieving this objective will necessitate continuous teacher training, providing necessary support and allocated release time, in addition to the procurement of resources essential for reinforcing these practices in the classroom.</p>	<p>Cognitive science is playing a growing role in shaping educational practices, with a specific focus on areas such as working memory, long-term memory, and cognitive load. This is evident in the guidance provided by the Education Endowment Foundation (EEF) on Cognitive Science Approaches in the Classroom, as well as their report on Metacognition. Furthermore, the Kingsbridge Research School offers insights into effective teaching techniques and modelling based on cognitive science principles.</p> <p>https://researchschool.org.uk/kingsbridge/news/modelling-regains-its-mojo</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/metacognition/EEF-Metacognition-and-self-regulated-learning.pdf?v=1669223953</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1668765082</p>	<p>1, 5</p>
<p>To enhance the quality of teaching and learning in the classroom, instructional coaching will be provided to staff. This will be achieved through the use of Steplab and its personalised, instructional coaching model. The initiative will encompass continuous professional development (CPD) opportunities for staff, along with allocated release time to facilitate this coaching process.</p>	<p>Instructional coaching entails a process of repeated engagement with specific skills, involving targeted and bite-sized feedback. This feedback not only identifies areas for improvement but also provides guidance on how teachers can enhance their practices during each iteration. This approach is designed to avoid the one-size-fits-all model of continuous professional development (CPD). As noted by Sam Sims in his quantitative education research on instructional coaching.</p> <p>https://samsims.education/2019/02/19/247/</p>	<p>1, 2</p>
<p>Foster a culture of reading and enhance literacy skills across all subject areas, aligning with the guidance</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	<p>1, 2</p>

<p>provided in the EEF's "Improving Literacy in Secondary Schools." Emphasising disciplinary literacy is essential for students as they encounter more advanced and intricate concepts within each subject. This approach is in accordance with the recommendations outlined in the EEF's guidance on "Improving Literacy in Secondary Schools."</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Procure and put into action the Lexia Power Up intervention as well as Literacy Assessment Online to effectively screen and subsequently assist in the enhancement of reading comprehension skills. This programme targets areas of reading comprehension requiring focus and allows for a diagnostic and impactful intervention over six weeks.</p>	<p>There is a wealth of research evidence to support the impact of Lexia on student outcomes, as well as the evidence and anecdotes of other schools within the Trust: https://www.lexialearning.com/resources/?resourceType=45</p>	
<p>Collaborating with the National Tutoring Programme allows for tailored tutoring to address specific educational needs and knowledge gaps. This approach combines both external tutoring and in-house school-led tutoring, benefiting students whose learning has been most affected</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

<p>by the pandemic. Notably, a considerable portion of the students receiving tutoring will be disadvantaged, including those who demonstrate high academic potential.</p>	<p>And in line with the most recent guidance report published in November 2022, focusing upon the three central principles of effective tutoring:</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring</p>	
<p>The recruitment of TAs and CPD developing their ability to explicitly teach reading skills, including phonological awareness training and in class reading strategies supports specialised assistance to students with Special Educational Needs and Disabilities (SEND), with a particular focus on providing support related to cognitive and learning aspects.</p>	<p>Emerging evidence suggests that Teaching Assistants (TAs) can significantly enhance student achievement when their roles are thoughtfully planned and executed effectively. TAs collaborate with teachers, offering additional learning support, which contributes to improved pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Incorporating the principles of best practices outlined in the Department for Education's (DfE) "Improving School Attendance" guidance is a priority. To facilitate this, staff will undergo training and receive allocated release time to implement various procedures, including initiatives such as making first-day absence phone calls. This will also involve developing a linkage to the rewards system as a part of our comprehensive</p>	<p>The guidance provided by the Department for Education (DfE) has been influenced by insights gained through engagement with schools that have effectively reduced persistent absence rates. This valuable input has shaped the recommendations outlined in the DfE's "Improving School Attendance" guidance. Furthermore, the guidance aligns with the findings from the Education Endowment Foundation's (EEF) Attendance Interventions rapid evidence assessment.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3</p>

<p>approach to enhancing school attendance.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1668765651</p>	
<p>To establish a strong foundation for the Personal Development objective, there will be deliberate efforts to provide structured opportunities for nurturing the character and cultural development of every student at every key stage within the school. This will encompass the expansion and refinement of our student offer, including our tutor time programme, with tutor reading and curriculum for life designed to furnish students with the essential skills and cultural knowledge required for future success. These entitlements will incorporate a range of activities spanning areas such as sports, the arts, and career-related events, contributing to a well-rounded personal and cultural development for all students.</p>	<p>Extensive research has been conducted to examine the mechanisms through which societal inequalities are perpetuated, with a particular focus on how the concept of cultural capital is employed to benefit specific individuals. This perspective is influenced by the work of Pierre Bourdieu, who introduced the concept of various forms of capital, including cultural capital. Further insights into character education and the use of cultural capital in education can be found in resources such as the "Character Education Framework Guidance" provided by Chris Quigley Education.</p>	
<p>Enhance the school's behaviour curriculum to emphasise proactive strategies for teaching positive learning behaviour. This includes strengthening collaboration with parents and introducing a rewards program to reinforce and promote desirable behaviours among students.</p>	<p>Research on behaviour highlights the essential requirement for a well-defined and consistent behaviour policy aimed at fostering positive conduct within classrooms. This approach aligns with the recommendations provided in the Education Endowment Foundation's (EEF) "Improving Behaviour in Schools" Guidance. Additionally, insights and training from Tom Bennett, the Department for Education (DfE) advisor for behaviour, play a crucial role in shaping effective behaviour management. This also encompasses the</p>	

	report commissioned as part of the independent review.	
To further support mental health and overall well-being, the appointment of a Student Support Worker for Health and Well-being is essential. Additionally, there will be a comprehensive development of the Personal, Social, Health, and Economic (PSHE) programme, delivered via the PE department. This expansion will include a specific focus on anti-bullying, online safety, and prevention of child-on-child abuse and sexual harassment. Moreover, the tutor program will be enhanced to incorporate elements centred around well-being to better address students' holistic development.	Social and emotional learning (SEL) interventions are designed to enhance students' abilities in making informed decisions, interpersonal interactions, and self-regulation of their emotions. However, it's important to acknowledge that the existing evidence base supporting these interventions may not be robust. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This will include additional resourcing and upgrading of school wifi and CPD for staff as we roll out The Advantage Project	

Total budgeted cost: £136,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was 0.32 compared to 0.41 for non-pp students and a national score of 0.17 for non-disadvantaged students. Our attainment 8 score for all pupils was 48.8, compared to 46.2 nationally, and 43.5 for our disadvantaged students. 5+ in English and maths was 46%, compared to 45% nationally, and 38% for our disadvantaged students. These latter two areas will remain a focus. Disadvantaged pupils achieved a stronger percentage of positive P8 compared to national in all 4 baskets, maths and EBacc, but not in English or open. Particular areas for focus will remain: maths, particularly 4+, and those not achieving 4+ in English or maths. Science and Humanities value added is strong and we have stronger disadvantaged results than national figures.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed. This member of staff also talks with the students to support and review aspects of learning but particularly when a family member is deployed.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Qualitative data shows that students are engaging with the support and this is impacting positively upon them.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.