

# Mullion School Pupil premium strategy statement

1. Summary information					
<b>School</b>	Mullion School				
<b>Academic Years</b>	2019 - 2022	<b>Total PP budget</b>	£116,231	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	568	<b>Number of pupils eligible for PP</b>	174 (31.2%)	<b>Date for next internal review of this strategy</b>	May 202
<p>Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their wealthier peers. A smaller amount is also available for children from service families.</p> <p>It is for schools to decide how the Pupil Premium Grant (PPG) allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. We prioritised the use of the Pupil Premium as follows:</p> <ul style="list-style-type: none"> <li>• Free school meal (FSM) students Service family children and other vulnerable students who are underachieving at KS4</li> <li>• FSM / Service students and other vulnerable students who are in danger of underachieving at KS4</li> <li>• FSM / Service students and other vulnerable students who are underachieving at KS3</li> <li>• Other underachieving students</li> </ul> <p>N.B. Our looked after students are also in receipt of free school meals and are therefore included in the target groups.</p>					

2. Current attainment		
Academic Year 2219-22 <i>(all data unvalidated at this time)</i>	Pupils eligible for PP (your school 2021-22)	Pupils <b>not</b> eligible for PP (national average 2018-19)
<b>% achieving 9-4 incl. English &amp; Maths</b>	<b>55%</b>	64%
<b>% achieving 9-5 incl. English &amp; Maths</b>	<b>36%</b>	43%
<b>Progress 8 score average</b>	<b>+0.30</b>	0.00
<b>Attainment 8 score average</b>	<b>46.97</b>	46.7

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Staff capacity – particularly for data analysis and monitoring of interventions / level of COVID absence and lack of supply available	
<b>B.</b>	Literacy – Pupils Reading and writing levels tend to be below national averages on entry from Primary phase.	
<b>C.</b>	Finance – relating to Barriers A & B; small size leads to small budget and reduced flexibility	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Geography – highly rural nature of the school can present challenges for access, attendance and diversity	
<b>E.</b>	Political context – Impact of COVID-19, lockdowns, restrictions and availability of School Based Tutors etc	
<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	To achieve a positive Progress 8 score	+P8 achieved in: 2015/2016/2017/2020/2021/ <b>2022</b>
<b>B.</b>	Improve attendance	Improve FSM indicator for Persistent Absence

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019 - 22</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress and outcomes for all students	Feedback (DIT)	Successful strategy 2015-17 EEF: +8 months Hattie: 0.55 effect size	Regular learning walks with SLT and termly work scrutiny by Heads of Faculties	TH	May 2022
Improved staff awareness of PP students and issues	Pupil Premium First	Successful strategy 2015-17 when launched	Regular, frequent briefings to staff and governors	WR	May 2022

Improved staff awareness of PP students and issues	Cultural Capital and Tier 2 Vocab	Research identifies as key issue	Ongoing training and awareness through Curriculum and Staff meeting	WR/TH	May 2022
Metacognition: Improve learning & thinking skills	Staff research project - Coaching	EEF: +8 months Hattie: 0.53 effect size	Regular feedback to SLT and implementation of CPD programme	WR to oversee, with a SLE lead	May 2022 Pause due to Covid
Improved progress and outcomes through IT	Google Classroom	Successful strategy 2015-17 EEF: +4 months Hattie: 0.45 effect size	Regular learning walks and lesson observations Invest in new Chromebooks including for each TA	Head of IT	May 2022
Improve progress and outcomes through support for individual study	Homework Club – 3x TAs	Successful strategy 2015-17 EEF: +5 months Hattie:	Data analysis of PP students Regular attendance reports to SLT	WR	May 2022
<b>Total budgeted cost</b>					£10, 000

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress and outcomes for disadvantaged students	HLTA support in English & Maths	Very successful strategy 2015-17 EEF: +4 months Hattie: 0.47 effect size	Termly data drop analysis by Heads of English & Maths – report to SLT and governors Termly meeting with HT	Heads of English & Maths	May 2022
Improved progress and outcomes for disadvantaged students	HLTA support in Science	Replicate successful strategy in Eng & Maths EEF: +4 months Hattie: 0.47 effect size	Termly data drop analysis by Head Science – report to SLT and governors Termly meeting with HT	Head of Science	May 2022
Improve literacy progress in KS3	Read Write Inc Accelerated Reader	Successful strategy 2015-17 EEF: +4 months Hattie: 0.52 effect size	Termly data drop analysis by Heads of English– report to SLT	Head of English	May 2022

Improve confidence and progress at KS3	KS3 Outdoor Learning Group (Forest School)	Successful Pilot 2018-19 EEF: +3 months Hattie: 0.43 effect size	Regular observations and drop-ins by SLT	SENDCo	May 2022
Improve confidence and outcomes at KS4	Y11 mentoring to focus on study skills	Successful strategy 2015-17 EEF: +1 month Hattie: 0.60 effect size	Data analysis by HT	KG	May 2022
Improve access for disadvantaged students to after school learning, clubs and activities	After school Minibus	Successful strategy 2015-17 To ensure equal opportunities for all EEF: +2 months Hattie: 0.40 effect size	Promote regularly and give priority to PP pupils. More detailed records of who is using this service	WR	July 2022
Improve aspirations for HE engagement	FE/HE visits	Successful strategy 2015-17 Develop response to Gatsby Benchmarks Hattie: 0.38 effect size	Increase long-term monitoring of Post-16 destination data	KG	May 2022 (Restricted by Covid)
Improved progress and outcomes for core subjects	Additional English & Maths via Extended Geography	Successful strategy 2015-17 EEF: +5 months Hattie: 0.57 effect size	Termly data drop analysis – report to SLT and governors	Heads of English, Maths and Geography	May 2022
Improved progress and outcomes for core subjects	Funded GCSE Additional Maths for PP Most Able	EEF: +5 months Hattie: 0.57 effect size	Termly data drop analysis by Heads of Maths – report to SLT and governors	Head of Maths	May 2022
Removing barriers to learning	Targeted Alt. Provision Equipment and resources	Aimed at bespoke individual need as arises	Target cards and termly attendance and progress data monitoring	WR	May 2022
<b>Total budgeted cost</b>					£ 98,000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Improved literacy	Accelerated Reading	Successful strategy 2015-17 EEF: +5 months Hattie: 0.42 effect size	½ termly data drop analysis by Heads of English– report to SLT and governors	Head of English	May 2022
Improve Attendance for disadvantaged students	Enhanced Education Welfare Officer Service Level Agreement	Successful strategy 2015-17	Data analysis by Attendance Officer and Pastoral Lead	HM	May 2022
Improve wellbeing of disadvantaged students	TIS Approach	Positive TIS school review by external team 2018-19	Data analysis by Director of Health, Wellbeing & Sport	Director HW&S	May 2022
<b>Total budgeted cost</b>					£25,000

## A. Review of expenditure

<b>Previous Academic Years</b>	(2018/19 - £146,907), (2021/22 - £133,000)
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It is important that Pupil Premium money is spent so that the highest gains are achieved in terms of closing any attainment gaps. We recognise that intervention strategies and support packages vary in cost and also vary in impact. In order to ensure that Pupil Premium money is spent cost effectively we analyse the attainment gains achieved versus the financial expenditure. The Education Endowment Foundation Toolkit and the Sutton Trust report are used to help us with this.

Below we have reviewed each itemised expenditure. We recognise that it is extremely difficult to do an analysis of how cost effective some interventions really are. Giving effective ‘feedback’, for example, is consistently considered to be the single most effective way of closing attainment gaps and promoting progress. It is relatively cheap, yet it encourages better learning.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes at KS4	Metacognition, Coaching and Cooperative Learning	Overall outcomes improved year-on-year since 2014; PP gap was eliminated. Outliers and increase PP numbers have had negative affect 2017-18.	Training for trainers has been provided in previous years and this is now self-sufficient. Staff are developing a positive attitude towards developing pedagogy. Staff also more confident about delivering high impact CPD. <span style="background-color: #90EE90;">Continue</span>	£500

Improve teacher awareness of PP students	Pupil Premium First	PP pupils are prioritised for marking, seating plans etc. Outcomes have improved dramatically, as explained above.	Raised awareness amongst staff, changed practice for most staff. <b>Continue</b>	£100
Improve IT provision with a view to improving outcomes	Google Classroom	Greater availability of IT. Improved outcomes for all, as above	Improved IT provision <b>Continue</b>	£4500
Improve outcomes through HWK policy	Homework	3 X TAs. Increased attendance at homework club (lunchtime)	This worked well for all students. More data required to demonstrate clear impact, e.g. detailed attendance records for PP students. <b>Continue</b>	£4700

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved outcomes for PP students	HLTA support in English & Maths	PP outcomes improved since 2014; PP gap has been eliminated. Outliers and increase PP numbers have had negative affect 2017-18.	This programme has worked very effectively, partially due to the individual HLTAs who are both experienced educators. 3 students disproportionately affected the overall % for the disadvantaged cohort as they did not attend their exams due to unavoidable individual circumstances (3 = 11%). <b>Continue</b>	£37000
Improved outcomes for PP students	Alternative/Extra Educational Provision and resources	Support PP in remaining in education	These programmes are designed specifically to support the needs of individual pupils and has worked very effectively and will always be required for students with certain needs.	£16000
Improve access for disadvantaged students	Minibus	This did improve access for disadvantaged students, as well as others, although there is little data	Improved data is required which should be reported to Pastoral Leads, e.g. who regularly uses the service, what prevents others accessing it? <b>Continue</b>	£14790
Improve literacy progress in KS3	Read Write Inc	Improved Reading Ages for target group	Continue to monitor progress for intervention groups when they are removed from the programme to ensure that they continue to improve in line with chronological age <b>Continue</b>	£6660

Improve confidence and outcomes at KS4	Y11 Mentoring	Anecdotal data suggests a positive impact, as does outcomes data.	More focused mentoring and coaching focusing on the development of study & exam skills for next year. <b>Continue in an adapted form</b>	£0
Improve aspirations for HE engagement	Raising Aspirations – HE visit	Anecdotal data suggests a positive impact, and it is clear that students are ultimately moving on to HE	More long term monitoring of post-16 destination data would be helpful <b>Continue</b>	£2850 (£0 this year due to Covid)
Improve PP rates of progress	TA and pastoral support at point of need (KS3)	Anecdotal data suggests a positive impact, as does initial progress data.	Greater monitoring would help to ensure that progress is being maximised for PP students <b>Continue in an adapted form</b>	£16800
Improved progress and outcomes for core subjects	Additional Maths & English	Anecdotal data suggests a positive impact, as does KS4 outcomes data.	Effective monitoring is in place, and this will be enhanced with greater involvement of Heads of English and Maths <b>Continue</b>	£7000 + £6700 +
Removing barriers to learning	Targeted Alt. Provision Equipment and resources	Aimed at bespoke individual need as arises	Effective monitoring is in place. However, it is always difficult to evidence the impact of these less direct 'softer' interventions'.	£16,000

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved literacy	Accelerated Reading	Anecdotal data suggests a positive impact, as does progress and reading age data.	A good programme which is now becoming embedded. Greater use of celebration could be developed. <b>Continue</b>	£5500

Improve wellbeing of disadvantaged students	Contingency Fund	Anecdotal data suggests a positive impact, as does progress data.	Used to be under-utilised now overspent following greater awareness of staff <b>Continue</b>	£16666 (£15000)
Improve Attendance for disadvantaged students	EWO SLA and Attendance Officer	Attendance is improving – a small number of KS4 students are currently skewing the data	It has been difficult to engage some students with acute and chronic needs. Perhaps alternative education provision could be considered, but these will always be challenging students. <b>Continue</b>	£8000
Improve aspirations and experiences for all	Visits	Amount spent reduced from previous years following review. Anecdotal data suggests a positive impact on cultural capital	Continue to monitor the impact of such visits as they are expensive and resource-heavy. Continue but select trips and visits carefully to prioritise high impact such as careers/post 16/Higher Education and opportunities for widening experience. <b>Pause due to Covid</b>	<b>£5000 (Covid)</b>

## B. Additional detail

2020/21 and 2021/22 were very successful years for Mullion, as demonstrated by our outcomes for their relatively high number of disadvantaged students, and compared favorably to national outcomes. In terms of progress and P8 our PP students out performed both our non PP students in school and nationally by achieving a p8 score of +0.30.

	<b>9-4EM PP</b>	<b>9-4EM Not PP</b>	<b>National All</b>	<b>In School Gap</b>	<b>National Gap</b>
<b>2016</b>	<b>76%</b>	83%	65%	-7	<b>+11</b>
<b>2017</b>	<b>46%</b>	69%	62%	-23	<b>-16</b>
<b>2018</b>	<b>56%</b>	74%	64%	-18	<b>-8</b>
<b>2019</b>	<b>55%</b>	65%	64%	-10	<b>-9</b>
<b>2020</b>	<b>57%</b>	82%	*64%	-25	<b>-7</b>
<b>2021</b>	<b>67%</b>	83%	*64%	-25	<b>+3</b>
<b>2022</b>	<b>55%</b>	84%	*64%	-19	<b>-9</b>

\*No national data available for 2019/20-2020/21 so comparing with 2018/19 for monitoring purposes.

This demonstrates that, over time, Mullion have reduced the gap between PP and non-PP students in school, so that PP students are slightly outperforming non-PP students. This also shows that Mullion have eliminated the gap between their PP students and non-PP students nationally, so that Mullion PP students are actually outperforming non-PP students nationally in terms of the progress they are making. This is in the context of overall outcomes increasing for all students at Mullion.

This needs to be seen in the context of a relatively small school, where every child makes a considerable difference to the data. This is both an advantage and a disadvantage for the school. The attendance figures for PP students are apparently low, but are accounted for by three KS4 students with particularly challenging circumstances. It should also be noted that the 2022 GCSE data is incredibly difficult to predict due to the numerous changes to the assessment system nationally to cope with COVID-19.

### Recommendations

- Further develop subject specific PP HLTA roles to include Science. Maintain the increased hours to facilitate the Recovery Strategy.
- Review the effectiveness of the PP funding provided for the release of SLE as a temporary research lead and develop the use of metacognition (thinking skills) before launching whole school. The EEF and John Hattie indicate that this is a particularly powerful, low-cost approach.
- Raise staff awareness of the need to build cultural capital, Tier 2 vocabulary and that barriers to learning are an individual disadvantage.
- Continue to monitor attendance closely.
- Continue to encourage disadvantaged pupils to take advantage of Additional Maths GCSE and other after-school sessions.

- Continue to seek and develop opportunities to share resources with the Multi-Academy Trust. There are ways of enabling Trust-wide data analysis, for example, which will improve Mullion's capacity for school improvement activities.

