

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	561
Proportion (%) of pupil premium eligible pupils	28.9% (162)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	7 November 2024
Date on which it will be reviewed	
Statement authorised by	M Dunleavy
Pupil premium lead	R Smith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,410
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£172, 410

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy is committed to closing the attainment gap between disadvantaged pupils and their peers, ensuring that all pupils—regardless of background—have equal opportunities to succeed and reach their full potential. Our ultimate objective is to ensure that disadvantaged pupils are equipped with the knowledge, skills, and experiences necessary for academic success, personal growth, and future aspirations.

We aim to:

- Improve academic achievement for disadvantaged pupils, ensuring that they perform in line with or better than their peers in key stages.
- Address barriers to learning, including low attendance, well-being, and emotional resilience.
- Enrich the educational experiences of disadvantaged pupils, ensuring they have access to extracurricular opportunities that enhance their overall development.

How does our Pupil Premium Strategy plan work towards achieving these objectives?

Our strategy is built around a combination of high-quality teaching, targeted interventions, and whole-school approaches that address the academic, social, and emotional barriers faced by disadvantaged pupils. It is rooted in evidence-based practice to ensure that the interventions and initiatives implemented have the greatest possible impact.

Key areas of focus include:

- **High-quality teaching:** Investing in professional development for teachers to enhance pedagogical skills, particularly in areas such as differentiation, feedback, and metacognitive strategies.
- **Targeted academic support:** Providing additional learning opportunities and interventions, including small-group tuition and one-to-one support, aimed at addressing specific gaps in learning for disadvantaged pupils.
- **Wider strategies:** Ensuring pupils have access to enrichment opportunities, supporting well-being and mental health through dedicated staff and services, and engaging families to support pupils' learning at home.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Attainment Gap</p> <p>Challenge: Starting school behind peers, particularly in core subjects like English and Maths, means the foundations of learning are not in place.</p>
2	<p>Attendance and Punctuality</p> <p>Challenge: Lower attendance and punctuality negatively impacts learning.</p>
3	<p>Well-being and Mental Health</p> <p>Challenge: Emotional and mental health challenges hinder the ability to engage fully in learning.</p>
4	<p>Access to Enrichment Activities</p> <p>Challenge: Reduced access to cultural, social, and extracurricular activities, affecting a broader development and sense of belonging.</p>
5	<p>Parental Engagement and Support</p> <p>Challenge: Parental engagement is essential to support pupils at home, and positively impact academic progress.</p>

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>Intended Outcome:</p> <p>Close the attainment gap between disadvantaged pupils and their peers in key subjects (particularly Maths and English).</p>	<p>Gap narrows and closes completely by 2027 in GCSE results.</p>
<p>Improve attendance rates of disadvantaged pupils to be in line with the school average.</p> <p>Reduce persistent absenteeism among disadvantaged pupils.</p>	<p>Zero attendance gap by 2027.</p>

<p>Ensure that disadvantaged pupils are emotionally and mentally prepared to engage with learning and school life.</p> <p>Improve resilience, self-regulation, and social-emotional skills among disadvantaged pupils.</p>	<p>Behaviour data shows no gap between those with disadvantage and those without.</p> <p>Behaviour logs overall drop.</p>
<p>Ensure disadvantaged pupils have equal access to a broad range of extracurricular opportunities, enhancing their social, cultural, and academic experiences.</p> <p>Increase participation in sports, arts, and other enrichment programs.</p>	<p>No gap between enrichment engagement between those with disadvantage and those without.</p>
<p>Increase parental engagement with school events, parents' evenings, and learning at home.</p> <p>Build stronger relationships with families to ensure they feel empowered to support their child's learning.</p>	<p>No attendance gap to events.</p> <p>No homework completion gap.</p> <p>Parent feedback positive and no gap in completion as proxy for engagement.</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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention programs (small group and 1:1 tutoring) for reading, writing, and mathematics.</p> <p>Embed high-quality teaching strategies through professional development in differentiation and metacognitive techniques.</p> <p>Regular monitoring of pupil progress through data analysis and teacher assessments.</p>	<p>Research from the Education Endowment Foundation (EEF) shows that small group tuition can add an average of 4 months' progress per pupil over a year, with the impact of 1:1 tuition potentially offering up to 5 months' additional progress particularly effective for pupils who are falling behind.</p> <p>The EEF's "Teaching and Learning Toolkit" highlights that improving the quality of teaching, particularly through professional development in areas like differentiation and feedback, can have a significant positive impact on disadvantaged pupils' outcomes. It cites that professional development that</p>	<p>1</p>

	<p>focuses on specific instructional strategies can improve outcomes by up to 2 months of additional progress</p> <p>Frequent data analysis and teacher assessment are recommended by John Hattie's research on visible learning, which emphasises the importance of "feedback loops" as one of the most impactful interventions, showing an effect size of 0.75, which is considered substantial .</p>	
<p>Implement attendance initiatives, including reward schemes for high attendance and early interventions for at-risk pupils.</p> <p>Work closely with the school's attendance officer and families to provide tailored support and guidance.</p>	<p>The Department for Education (DfE) research found that attendance and attainment are closely linked, with pupils who attend school regularly having higher academic outcomes. Incentives like rewards for good attendance, alongside home-school collaboration, have been proven to improve attendance for disadvantaged pupils.</p> <p>Studies show that personalised approaches—such as the involvement of family support workers and attendance officers—can be effective in improving attendance and reducing absenteeism. The EEF suggests that personalised approaches to support families in overcoming attendance barriers can lead to significant improvements .</p>	2
<p>Provide access to in-school counselling, mental health support, and emotional resilience programs.</p> <p>Train staff in mental health first aid and trauma-informed practice.</p> <p>Establish a safe and nurturing environment through social and emotional learning programs (e.g. thrive sessions, peer support groups).</p>	<p>The National Institute for Health and Care Excellence (NICE) recommends school-based mental health interventions for pupils as a critical step in reducing emotional and behavioural difficulties. The EEF also notes that social and emotional learning interventions can lead to improved learning outcomes and add an average of 4 months' progress per year</p> <p>Research indicates that when teachers are trained to recognize signs of mental distress and provide initial support, they can play a key role in promoting emotional well-being in schools. The "Whole-School Approach to Mental Health" advocated by Public Health England also emphasises the importance of staff training to improve overall pupil outcomes.</p> <p>Meta-analyses show that SEL programs result in better academic performance, improved attitudes toward school, and</p>	3

	fewer disciplinary issues. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) shows that SEL programs can raise pupils' achievement by 11 percentile points .	
<p>Provide funding and resources for extracurricular trips, clubs, and activities.</p> <p>Offer free or subsidised access to music lessons, sports teams, and leadership programmes.</p> <p>Establish partnerships with local organisations and community groups to provide additional opportunities for pupils.</p>	<p>The Sutton Trust and Social Mobility Commission report shows that extracurricular activities such as sports, music, and the arts provide substantial benefits to disadvantaged pupils. Participation in these activities has been linked to higher academic attainment and improved social mobility.</p> <p>Research from the Arts Council England reveals that participation in the arts positively affects cognitive abilities and social skills, with music lessons in particular showing a strong correlation with improved numeracy and literacy skills.</p> <p>The EEF suggests that schools that foster community partnerships and provide broader learning experiences can significantly enrich the lives of disadvantaged pupils, contributing to both academic and non-academic success .</p>	4
<ul style="list-style-type: none"> ● Organise parent workshops focused on supporting learning at home, such as reading with children, helping with homework, and promoting a positive learning environment. ● Improve communication through regular updates and accessible resources. ● Provide targeted family support through pastoral support, ensuring families feel connected and informed. 	<p>Parental engagement has been shown to add an additional 3 months of progress in primary school-aged children according to the EEF's "Teaching and Learning Toolkit". Effective communication and workshops that provide parents with strategies to support their child's learning can lead to significant improvements in academic outcomes.</p> <p>Research from the Harvard Family Research Project highlights the importance of ongoing, clear communication between schools and parents in increasing parental engagement and supporting learning at home.</p> <p>Programmes that include home-school liaison officers have been found to improve engagement among hard-to-reach families, particularly those from disadvantaged backgrounds .</p>	5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexia Power Up intervention & Literacy Assessment Online 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>1</p>
<p>Targeted tutoring by in school specialists allows for tailored tutoring to address specific educational needs and knowledge gaps. This is school-led tutoring. Notably, a considerable portion of the students receiving tutoring will be disadvantaged, including those who demonstrate high academic potential.</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 And in line with the most recent guidance report published in November 2022, focusing upon the three central principles of effective tutoring: https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring</p>	<p>1</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</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>1, 3</p>

Disabilities (SEND), with a particular focus on providing support related to cognitive and learning aspects.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 approach to enhancing school attendance.	<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>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1668765651</p>	2, 5
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	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	3, 4

<p>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>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 programme 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 report commissioned as part of the independent review.</p>	<p>2, 4, 5</p>

Total budgeted cost: £175,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments. For 2024, 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 0.0 compared to 0.11 for non-pp students. Our attainment 8 score for all pupils was 43, and 38 for our disadvantaged students. 5+ in English and maths was 38% and 21% for our disadvantaged students. This latter will remain a focus and a key area for development. Disadvantaged pupils achieved a stronger percentage of positive P8 compared to national. Particular areas for focus will remain: maths, particularly 4+, and those not achieving 5+ in English and maths. We have stronger disadvantaged results than national figures.

Service pupil premium funding (optional)

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**

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.

The impact of that spending on service pupil premium eligible pupils

Qualitative data shows that students are engaging with the support and this is impacting positively upon them.