

Pupil premium strategy statement: The Mendip School. 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Mendip School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	24/11/21
Date on which it will be reviewed	Term 1 2021-2022
Statement authorised by	Local Governing Body
Pupil premium lead	Emma Cooper
Governor / Trustee lead	Melinda Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48085
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£55627

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain attainment for all pupils at our school including our pupil premium group (PPG). The disproportionately high impact of COVID-19 disruptions to pupils' education makes this more important than ever.

We will focus on the key challenges that are preventing both our disadvantaged pupils and non-disadvantaged pupils from attaining well. Historically our disadvantaged pupils do as well, if not better than their non-disadvantaged peers. Often the pupils' SEN is the contributing factor to lower attainment rather than their disadvantage. At the Mendip School our pupil focus will be based on diagnostic assessment and intelligent analysis of both hard and soft data. We will perform an intelligent analysis of need to identify barriers to achievement and to ensure the most appropriate supports are in place, based on individual needs.

Our main area of focus for PPG is to support pupils socially and emotionally. Our data spanning two years demonstrates that when PPG funding is directed towards therapeutic and holistic supports, our students do better academically in all areas. In 2020/21 PPG pupils did better academically than non PPG pupils in all areas. This is due to the enhanced support in place for social, emotional and mental health. This will continue for 2021/22 and beyond and will be extended to support identified pupils who are vulnerable to underachievement although they are not eligible for the PPG.

Our key areas of focus for School-Led Tutoring will be improving writing, particularly in key stage 3 and 4. We will use age as well as stage appropriate interventions to provide individualised intervention for pupils. We will employ qualified teachers to deliver one to one or one to three focused writing support. We will also use Recovery Premium to improve reading and maths. For reading we will provide small group interventions using the Rising Stars programme. To improve mathematical skills, we will also use Rising Stars as well as introducing Number Sense in early years and key stage one.

Additionally, we will continue to support disadvantaged pupils to be in the best possible place to access learning, working hard to develop effective relationships with families so that we are able to provide social and emotional support for pupils and their families.

We are committed to supporting our pupils in understanding their place within our local community and the wider world. We aim to continue to improve access to careers and work experience whilst also providing access to content that improves cultural capital and develops social and emotional resilience.

The Mendip School commits to working collaboratively with schools across the Partnership Trust, to eliminate the disadvantaged gap. We will work together to ensure quality and impact

of interventions, share resources and successes and provide evidence to support decisions concerning choice of activities.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff and governors take responsibility for disadvantaged pupils and all pupil outcomes and raise expectations of what they can achieve.
- act early to intervene at the point need is identified.
- allocate social, emotional and mental health interventions to specific pupils based on secure assessment in order to ensure support is based on specific areas of need.
- base academic interventions on assessment, taking an evidence-informed approach which combines research with professional expertise to be responsive to learners' needs.
- continually improve our practice and quality of teaching using evidence-based training, reflective practice and coaching.

Challenges

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

Challenge number	Detail of challenge
1	Our observations, intelligent analysis and pupil behaviour records indicate that many pupils have low self-esteem, poor emotional regulation and can have negative attitudes to learning based on previous experiences in other schools and other external factors such as ACES, Early Trauma, Young carers.
2	Our behaviour monitoring indicates that some pupils demonstrate behaviours that challenge; for some this significantly affects their ability to fully engage in learning opportunities.
3	Our academic data, pupil learning journeys and progress conversations demonstrate that some pupils have gaps in their knowledge from previous placements. For some this presents as poor engagement in learning, difficulties with persistence and resilience and attention and listening.
4	26 of the 138 pupils on roll are not making expected progress in writing, 14 pupils in reading and 7 in maths. These pupils will be our focus group.
5	Parental engagement from some families can be poor.
6	Parental engagement regarding school attendance can be poor, resulting in some pupils having attendance rates that impact on their progress.

7	Pupil voice, for some pupils this can be a challenge due to social communication needs.
8	More than half of PPG pupils have had, or are having, social care involvement.

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
All Pupil Premium pupils (and others identified through analysis) will access THRIVE, to develop wellbeing and confidence.	Pupils will make progress against the THRIVE scales. As a result, we will see improved attention to learning and reduced serious incidents.
All Pupil Premium pupils and all pupils in school will make improvements in their mental health and overall well-being.	Serious incidents will reduce. Pupils will feel happy in school and identify that their adults support them in feeling safe. CPOMS logs will demonstrate reduced concerns.
All Pupil Premium Pupils and all pupils in school will continue to demonstrate a reduction in serious incidents of behaviour and will positively engage in their learning opportunities.	Serious incidents for pupils will reduce over the school year. Pupils will be more able to self-regulate and demonstrate impulse control. Pupils will demonstrate improved access to learning opportunities.
All pupils eligible for the Pupil Premium will make at least expected progress in maths.	Data will demonstrate that all PPG entitled pupils will make expected or above progress on their flightpaths in maths.
All pupils eligible for the Pupil Premium will make at least expected progress in reading and writing.	Data will demonstrate that all PPG entitled pupils will make expected or above progress on their flightpaths in reading and writing.
The attendance of pupils eligible for the Pupil Premium will continue to improve over time.	Individual pupil attendance where highlighted will improve over time. Pupil progress will improve as a result of increased attendance, demonstrated through flight paths and evidence for learning journey.
Pupils will feel their voices are heard and that they are fully engaged with new initiatives within school.	School Council will be fully embedded into school life. Pupils will be supported to feel heard.

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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Procure training for ALL staff in Talk for Writing to ensure a school wide approach to the teaching of writing. (£4000)	EEF toolkit. Research into the effectiveness of talk for writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing	3,4
Number Sense to be implemented in EYFS and key stage 1. (£500)	https://numbersensematics.com/research-principles	3,4

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
25% school contribution towards School-Led Tutoring. Focus on writing support for identified pupils. (£4582.50)	School-Led Tutoring. Qualified teachers to support pupils either on a one to one or one to 3 basis with a full focus on writing. 26 pupils identified from school data. 40% PPG, 60% non-PPG. Evidence on the impact of School-Led Tutoring. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf	3,4
Maths coordinator to deliver targeted interventions for identified pupils using	Impact from trial of Rising Stars in 2020/21 was that 100% of pupils made good progress in maths whilst partaking in the programme.	3, 4

Rising Stars intervention. (£3656.25)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils will have access to THRIVE. Pupils will be assessed using THRIVE scales and interventions will be implemented based on need. (£17144)	Following the appointment of 1.5 equivalent THRIVE practitioner, PPG pupils have done better than non PPG pupils in all subjects in 2020.21. This is due to social, emotional and mental health needs being met. Our observations indicate that when pupils are accessing THRIVE on a regular basis their attention to learning and engagement in lessons improves in all areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Deputy Head to work closely with office manager to track attendance, ensure PFSA support for struggling families and raise whole school attendance (£ NA)	Regular school attendance is an important part of giving children the best possible start in life. Students who miss school frequently can fall behind with their work and do less well in exams. In 2020/21 we employed 1.5 fulltime equivalent Parent Support Advisors. In-school data indicates that when pupils and parents are supported by PFSA's attendance begins to improve. https://attendancemattersmagonline.co.uk/new-proving-a-link-between-attendance-and-attainment/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf	5, 6
Employ additional 0.6 equivalent Parent Support Advisors (PFSAs) (£6286)	As above. Evidence from 20/21 indicates that parental engagement has improved since employing PFSAs. Families report feeling more supported and know where to seek advice regarding behaviours in and out of school. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-	5,6

	engagement&utm_medium=search&utm_campaign=site_searchh&search_term	
Develop a Behaviour Team to reduce serious incidents over time and to support all pupils to feel happy, safe and secure within school. Team will meet monthly to address behaviour of concern. A TA employed 1 day a week to carry out behaviour walks and deliver interventions where appropriate. (£3247.92)	In trial 20/21 a behaviour team was formed informally where staff could discuss pupils demonstrating concerning behaviour. The team analysed behaviour and suggested strategies to support. Evidence suggests this was a positive way of working, staff felt supported by the team who were able to implement strategies to support. Pupil behaviour improved. In one case the pupil was requesting change of placement to a mainstream school, the team was able to support this. Since this began in term 1 2021 the pupil has had no serious incidents, down from 21 last year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2
Animal Care. Pupils will engage in animal care activities through structured activities or ad hoc support as a reward for positive engagement. (£3000)	Evidence suggests that for some, pupil behaviour is reduced and attendance improved by being able to engage with animals in school. One example is a pupil who starting having had poor attendance in a mainstream school where they also displayed behaviours that challenged. Since starting at The Mendip School, the pupil has time with the therapy dogs at three reward points during the day. Behaviours have significantly reduced and attendance is very good. http://www.internationaljournalofcaringsciences.org/docs/64_koukorikos_review_12_3.pdf	1,2,6 7,8
To develop the role of the Mental Health Lead in school to ensure pupils and staff are supported (£1000)	Schools can develop young people's social and emotional skills, and help those students who are having difficulties get the support they need. Understanding the evidence : Mentally Healthy Schools	1,2,3,4,5,6,7,8
To develop the School Council so pupils feel their voice is heard and they are able to support change in school. (£2000)	Research suggests that the key potential benefits of school councils are as follows: Increased self-confidence and learning outcomes for pupils; Increased participation in school life and improved communication between pupils and teachers; Improvements in discipline and behaviour; and Improvements in school ethos. Research evidence: https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation	7

<p>To employ an Art Therapist for one day a week and a Play Therapist for a morning a week to work with pupils identified from intelligent analysis. (£7000)</p>	<p>Therapy is an important part of the holistic curriculum we offer at The Mendip School. Therapy can work with pupils with complex issues over time or can react to immediate need such as bereavement. In school evidence suggests that pupils receiving therapy are more confident, more able to articulate their feelings and as a consequence are more focused in their learning. In one example of a LAC pupil carers report the pupil is more able to rationalise social issues, is calmer and developing in social maturity since beginning therapy.</p> <p>Research evidence: http://smhp.psych.ucla.edu/pdfdocs/arttherapy.pdf</p>	<p>1,2,3,4,5,6,7,8</p>
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Total budgeted cost: £ 56000

£6500 + £8500 + £43000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

This information is in document 'TBMPT PPG The Mendip School 20/21 Review' available on the school website. <https://www.themendipschool.co.uk/>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Rising Stars	Hodder Education
Thrive	SEMH

Service pupil premium funding (Not applicable in our setting)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA