

# Pupil premium strategy statement – Melbourn Village College

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, and how we intend to spend the funding in this academic year. Evaluation of our spending last year is contained in a separate document.

## School overview

Detail	Data (Sept 2023)
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Three years 2032-26
Date this statement was published	7 <sup>th</sup> November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C. Bennet (Executive Principal)
Pupil premium lead	N. Smith (Head of School)
Governor / Trustee lead	P. Lawrence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 135,529
Recovery premium funding allocation this academic year	£ 33,638
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
<b>Total budget for this academic year</b> <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>	£169,167

# Part A: Pupil premium strategy plan

## Statement of intent

At Melbourn Village College the gap in attainment at GCSE between PP students and non-PP students has slightly increased to 0.9. (provisional GCSE 2023)

Our intent is to make the attainment gap narrow and, ultimately, disappear. But we also wish to ensure the life experiences and opportunities of PP students are at least as good as non-PP students. We recognise that there are gaps in the 'cultural capital' of the two groups and that the aspirations of PP students may also be curtailed by lack of experience of the wider world.

At Melbourn Village College we believe that 'Everybody is Somebody' and we strive to ensure that all those somebodies have a successful school career with us and leave to take up a high quality and appropriate post-16 situation, be it further education or learning while on an apprenticeship or employment.

Melbourn Village College is part of the Cam Academy Trust and we uphold the Trust's six principles. The first three of these relate directly to our Pupil Premium strategy:

**The excellence principle** - We seek the very best education for all pupils in our schools. This implies that academic progress will be very high for all of our pupils however it is measured. Very specifically, we aspire towards pupil progress measures that would suggest our schools have pupil progress measures in the top 5% nationally.

**The comprehensive principle** - We hold to the comprehensive ideal for our schools. This implies that our schools accommodate pupils of all types, including all types of academic starting points and abilities. We are clear that all pupils of all abilities can thrive and make excellent progress in the same school. It is for us to ensure that this is a reality. As well as all individual pupils of all types excelling in our schools, we believe that pupils benefit from sharing their education with pupils of all types from all backgrounds. This is seen as part of the educative process.

**The broad education principle** - Education in our schools should be broadly based and incorporate a broad educational experience for all pupils. This includes strong provision of the Arts, Sport and Physical Education and Technological Education as well as academic subjects. It sees personal development, well-being, leadership, creativity and citizenship for every pupil as core to educational provision. Wider education, often achieved through enrichment and extra curricular activities, is also vital. It is often through this that key skills and attributes are developed in young people that we see as fundamental to their development as young citizens. It means that programmes such as the Duke of Edinburgh scheme are common in our schools.

## Challenges

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

Challenge number	Detail of challenges (identified Nov '22)												
1	<p>Attendance of PP students: 12<sup>th</sup> Nov 22:</p> <ul style="list-style-type: none"> <li>• non-PP student attendance 92.8%;</li> <li>• FSM student attendance 86.2% (equivalent to 18 days additional absence in one year)</li> </ul>												
2	<p>Ability of our PP KS2 intake is predominantly in the lower and middle PA , e.g. 2022 intake:</p> <table border="1"> <thead> <tr> <th>Prior attainment</th> <th>PP students</th> <th>Non-PP students</th> </tr> </thead> <tbody> <tr> <td>HPA</td> <td>3%</td> <td>25%</td> </tr> <tr> <td>MPA</td> <td>48%</td> <td>51%</td> </tr> <tr> <td>LPA</td> <td>45%</td> <td>15%</td> </tr> </tbody> </table>	Prior attainment	PP students	Non-PP students	HPA	3%	25%	MPA	48%	51%	LPA	45%	15%
Prior attainment	PP students	Non-PP students											
HPA	3%	25%											
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3	<p>Reading ages of the PP students is lower. The proportion of PP students with reading ages of below their chronological age by a year or greater is significantly greater than for non-PP students. e.g. 2021 intake: 37% of PP students have RA of &gt; 1yr below chronological age 27% of year group as a whole have RA &gt; 1 yr below chronological age This limits their access to all of the curriculum.</p>												
4	<p>Students with SEND are more likely to be PP students. Across all years 41% of SEND students are PP, compared to 21% of non-SEND students. Strategies that aim to raise the achievement of PP students will need to incorporate SEND strategies.</p>												
5	<p>NEETS: although the number of NEETs is low (less than 2% pa) PP students are over-represented e.g. 2021 leavers: 100% and 2022: 50%</p>												
6	<p>Access to high quality IT resources to enhance learning – the Covid lockdowns threw into relief the discrepancy between the availability of IT equipment for learning.</p>												
7	<p>Attitude to learning; the mindset of students (fixed, rather than growth), lack of aspiration and lack of involvement in the process of learning. Students are passive and believe learning 'is done to them'.</p>												
8	<p>Encouraging parents to become active partners in their child/ren's education. Parents of PP students can be harder to reach and reluctant to engage with the school in a positive way to enhance their child's learning.</p>												
9	<p>Students lacking 'cultural capital' – lockdown has widened the gap between the experiences of PP and non-PP students. Students need enrichment activities in the forms of after-school activities, trips and visits.</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>To improve the attendance of PP students such that there is no gap (or a positive gap) between their attendance and that of non-PP students.</p>	<p>Attendance of all students to be 96%+ averaged across a year.</p> <p>Previous work (2022-3): additional pastoral support in place; students report feeling safer in school (surveys); interventions in place for persistent absentees; attendance improving across the year.</p> <p>(2023-24): work on 'safer corridors' and 'child on child abuse' to be embedded; student surveys demonstrate students feeling safer in school; attendance especially of PAs to be further increased.</p>
<p>For all students, regardless of starting point to make better than national average progress across their time at MVC.</p>	<p>All P8 measures to be positive.</p> <p>Previous work (2022-3): focus to be on English</p> <p>(2023-24): focus on English and maths.</p>
<p>For all students to have a reading age of their chronological age and for those who start KS3 with the greatest deficit to have made the greatest gains by the end of the key stage.</p>	<p>Reading ages of all students to be at least their chronological age by end of KS4.</p> <p>By end of KS3, the range of values of RA to have narrowed significantly, while all rising upwards.</p> <p>Previous work (2022-3): all student RAs assessed and interventions put in place for students with negative residual RA; RAs available to all staff to enable planning effective lessons to incorporate reading.</p> <p>(2023-24): staff trained in use of Lexonik programme, embedding use of Lexonik within every year group, targeted, reading ages of these students to be improved. All staff to have received training and embedded the use of Lexonik vocabulary within their teaching.</p>
<p>For the progress made by SEND students to be better than the national average for their peers across their time at MVC.</p>	<p>P8 for SEND to be better than P8 SEND nationally.</p> <p>(2023-24): for P8 of both EHCP and K students to be more positive than the whole school P8.</p>
<p>For all students leaving MVC to have a high quality placement on an appropriate course or job placement.</p>	<p>For all students to have a high quality and aspirational work experience placement in the summer term of their year 10 that enables them to start making plans for their post-16 career.</p> <p>No NEETs.</p>

	(2023-24): No NEETs
For all students to have an iPad for their personal use both in school and at home, to enhance their learning.	<p>Previous work (2022-3): Successful roll-out of one-to-one devices to all students and all students to make use of iPads for learning at least once a day.</p> <p>(2023-24): Students to be using iPads for a majority of homework set by teachers, enabling seamless sharing of feedback by staff.</p>
<p>For all lessons to be high quality, utilising formative assessment and adaptive teaching techniques to enhance the learning of all students. All lessons to incorporate retrieval practice and many to also include metacognitive techniques.</p> <p>Provision of work on the mindset of students and teaching of metacognitive techniques, to encourage students to be active participants in the process of learning.</p>	<p>Observations made internally by MLs and SLs, by Trust leads and other external bodies to make mention of these aspects of lessons.</p> <p>(2023-24): T&amp;L team to be established and its work and impact across the whole school to be visible to staff and students.</p> <p>For all students to be able to articulate why these features of lessons aid their learning.</p> <p>Students to be able to regulate the process of their own learning and recognise their own abilities to succeed.</p> <p>(2023-24): New tutor time scheme to focus on metacognition and the theory of learning (including neuroscience evidence).</p>
Pastoral teams to promote positive partnerships between home and school.	<p>More parents actively engaging with the school – attending parents’ evenings, visiting the school and contacting staff.</p> <p>(2023-24): More parents reporting positive opinions of the education their child/ren receive/s (surveys).</p> <p>Staff to have a greater number of positive interactions with parents.</p>
Students to all engage with high quality enrichment activities.	<p>For all students to have been involved in at least one enrichment activity or event each term – to include after-school activities, curriculum trips and events etc.</p> <p>For all PP students to be invited to join the Duke of Edinburgh Award scheme (in appropriate year cohort).</p> <p>(2023-24): Improved provision of D of E staffing across Trust secondaries, enabling greater numbers of students to join the scheme.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (Year 1 of the 3-year plan) 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
1.1 Training of teachers and middle leaders to deliver the most effective lessons possible.	Ofsted and EEF evidence – best way to raise achievement is high quality teaching in classrooms.	2,3,4
1.2 Use of Lexonik vocabulary tools to enhance literacy across the curriculum	Reading Comprehension Strategies EEF +6 <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies-eef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
1.3 Appointment of leadership role for PP		1-9
1.4 Creation of student strategy sheets for all PP students		1-8

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 Targeted reading intervention using Lexonik reading programme with small groups across all years	One to one tuition EEF +5 months <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,3
2.2 English tuition for EAL speakers joining the school (Ukrainian)	Small group tuition EEF +4 months <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> One to one tuition EEF +5 months	3

	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
2.3 Usage of the Sora app during tutor time programme to enhance literacy of all students	Reading Comprehension Strategies EEF +6 months <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2,3,6
2.4 Use of University science mentors (Uni students) to enhance outcomes of yr 11 students	Mentoring EEF +2 months <a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	7

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Subsidising of cultural and curriculum events and visits for PP students. 3.2 Trips to view universities and attend reading/literacy/oracy events, including debating competitions. 3.3 Provision of a late bus to enable PP students to attend after-school activities	Arts participation EEF +3 months <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	7, 9
3.4 Provision of pastoral support for students, including to enhance attendance and parental engagement.	Social and emotional learning EEF +4 months <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  Parental Engagement EEF +4 months <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5,7,8
3.5 Provision of a behaviour lead (TLR) and inclusion worker	Behaviour interventions EEF +4 months <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,5,7,8
3.6 Provision of iPads for all PP students	Governmental guidance during lockdowns	3, 6

3.7 Metacognition resources used by tutors and all teachers	Metacognition and self-regulation EEF +7months <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	7
3.8 Provision of iPad allowing adaptive teaching in Teams	Individualised instruction EEF +4 months <a href="https://educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a> Government guidance	6

**Total budgeted cost: £ 180,000**