

MHS Pupil Premium Strategy 2021-24

PROGRESS REVIEW – Year 3 2023-24

This details the impact that our pupil premium activity had on our pupils. 2023-24 was the final year of this 3-year strategy plan. Our evaluation of impact is below.

Progress review – Year 2 (2023-24)

Teaching Strategies:

The teaching strategies have been implemented effectively and focused time during CPD on the Big Six has allowed us to explore a range of strategies, the impact of which have then been considered during our Whole School and Faculty-lead Quality Assurance processes. In addition, visits to the school from our School Development Partner have provided external validation of our internal evaluation.

Reading is a crucial development area for us and we have seen a positive impact already through the strategies we have introduced. Reading is facilitated and encouraged across the curriculum to develop students' fluency, confidence, and enjoyment. A key aspect of this is CPD for staff to support their knowledge and understanding of reading techniques, effective strategies for improving reading across the curriculum and how to effectively develop vocabulary and word rich classrooms. Across subjects, teachers prioritise the development of students' subject-specific vocabulary. In lessons, pupils are encouraged to read aloud among their peers, and staff are encouraged to read aloud to their class. This allows students to develop confidence and fluency in their reading skills.

Students in all year groups participate in a weekly tutor-led reading programme, which varies between fiction and non-fiction texts on a half-termly basis. Based on the University of Sussex's 'faster read' model, tutors read aloud to students, with the text on screen for students to follow. Students are actively involved in the selection of texts, drawn from Wheelers ePlatform. This also ensures that students are reminded weekly of the platforms available for their own borrowing. Borrowing figures on Wheelers ePlatform have increased as a result. The introduction of ePlatform has led to a 400% increase on last year's figures when we only had the physical library as a source of reading for pleasure materials.

Targeted academic support:

Targeted academic strategies were implemented in several ways with varying levels of success.

Our reading interventions have been impactful for targeted students over the last 3 years. These were students who, through baseline assessment, demonstrated significant reading age gaps (3 years plus compared to age related expectations ARE).

We introduced Dreambox's Reading Plus in January 2023 to support with reading intervention and the data from this suggests it is having a positive impact on supporting our weakest reading. We have forty students accessing the intervention at any one time and the recyclable licences mean we can support more than forty across an academic year; as one student graduates, another can be added.

In academic year 2023 to 2024 there were 41 Year 9 students who took part in the reading intervention programme. Of these 18 were disadvantaged (44%), 2 have an EHCP, 9 were SEN K and 1 was on our Valuables list.

As of May 2024, students who began the programme in January 2024 increased their fluency by an average of 58 words per minute and their reading (comprehension and vocabulary) by two levels. NB one level equates to one year of school. Gains range from 0.6 - 4.3 levels.

The reading results show that the intervention programme was effective.

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

The careers strategy, curriculum scheme of work and wider programme continues to be tweaked every year based on evaluation of previous year and feedback from stakeholders. **Careers education** is prominent both on a whole school level, and within individual curriculum areas. We provide high quality, up-to-date and impartial careers guidance supporting our students with their future decisions. We achieved the Quality in Careers Standard in 2021 and last year we had our Year 3 annual review of our practice to ensure we are still meeting the standards and taking actions to improve our strategy. We were notified in September 2024 that we had successfully passed the Year 3 review.

Parent/carer survey responses indicate they believe students generally have a good understanding of their future options and pathways and can access careers support should they require it. We continue to work with a wide range of local employers through our CEIAG programme at events including careers speed dating and mock interviews. Work experience in 2024 was a huge success for all students. Yr 11 leavers in 2024 all secured an appropriate post 16 destination. The number of disadvantaged students staying with us in Sixth form post 16 has increased this year.

High prior attaining disadvantaged students – To improve curriculum engagement and challenge and to raise aspirations we have implemented a programme of mentoring and support for targeted. Year 9 HAPS and DAPs with a focus on higher education opportunities and aspirations. Evidence this group shows excellent attendance and engagement - students will be monitored for GCSE progress.

We also ran a series of hour-long sessions each half-term for cohorts of HAPs in Year 9, 10, and 11. The programme focused on introducing students to Higher Apprenticeships and Higher Education, as well as tackling themes such as challenge, grit, resilience, and self-efficacy.

Our wider strategies for **wellbeing and behaviour** are supporting our culture of learning and achievement and are showing a holistic improvement in the support our students receive in school.

Our quality assurance activities tell us that relationships between staff and students enable the creation of positive working and learning environments and developing more effective learning behaviours.

-96% of parents feel that pupils are well behaved in school

-97% agree their child is happy and feels safe in school

-95% believe the school have high expectations of their child

Our **Extra – curricular programme** was extensive with 25 opportunities. Term 1 and 2 data shows that a similar proportion of PP and Non-PP student were engaging in the extra-curricular programme - we need to sustain this across this academic year. We had over 30 trips/visits/enrichment opportunities across the year and our analysis tells us that PP involvement in trips/visits was lower compared to non-PP

students – 42% of PP involved in at least one trip/visit compared to 61% of non-PP. This is an area for further development, however it does equate to proportional representation. We did subsidise trips, but we need to work further on targeting and inviting PP students.

Disadvantaged pupils are more likely to request counselling support. We have continued to fund this extra day this academic year. Our thrive practitioners supported 12 students through the intensive 1:1 programme.

Attendance:

Our strategies to improve attendance have had less impact this year. Overall attendance was slightly down compared to the same time frame last academic year and was just below other schools nationally using FFT data for comparison. Disadvantaged student attendance did not improve over the year, despite using the specific interventions that worked well for us last year. Persistent absenteeism figures remain an issue. Specific interventions show improvement and impact with targeted students.

Attendance continues to be a key focus for us, and we continue to refine our strategy to ensure we support students to attend school.