

### Pupil Premium Report 2015 -16

In the year 2015-16 we received £39,510 through Pupil Premium funding. There were 68 students on roll of which 48 of our students had received Free Schools Meals within in the last six years. None of our students had a parent in the armed forces. We did not have any students in year 7 eligible for Catch Up funding. There were 10 Looked After pupils. Pupil Premium funding for Looked After Children is received through the Local Authority and we received £12,770. Meadowbrook College has a 'typical' cohort of students for an Alternative Provision Academy, 70% of whom sit within the 'disadvantaged' category.

For the year 2015-16 PP students eligible for FSM received £935. Looked After Children each received funding ranging from £450 to £2,980.

We have embraced the challenge of closing the gap and we are committed to ensuring that the funding is spent on improving the life chances of this group at Meadowbrook College. The funding received for our Pupil Premium students is sometimes used to fund the delivery of particular programmes which both target and engage the identified students whilst benefitting all of our other most vulnerable students who attend Meadowbrook College throughout the year.

In the summer 2016 GCSEs, Year 11 students who received Pupil Premium funding performed as follows:

	Pupil Premium Students	Full cohort of students
5A*-G	54% (15)	54% (48)
5 A*-G incl E&M	54% (15)	54% (48)
At least 1 GCSE qualification	89% (25)	81% (39)
% making 'expected progress from Meadowbrook College baseline	40% (11)	27% (13)
% making expected progress based on KS2 performance	11% (3)	10% (5)

## Principles

At Meadowbrook College our funding is used for a variety of purposes with the core aims of: improving basic literacy and numeracy skills; improving attendance so that students can access their learning again and thereby maximise their chances of success; to raise self-esteem and confidence in learning through a personalised and varied curriculum (some of which may take place off-site in order to maximise opportunities for engagement).

We have the highest expectation of all our students and although they may start at Meadowbrook College often achieving well below their expected progress levels, they make rapid progress with carefully planned interventions and support and those with low starting points often achieve the highest levels. Through our Student Outcomes meetings we rigorously identify which pupils are underachieving, particularly in English and Maths and use our PiXL inspired trackers to identify specific interventions required to support students achieving the desired outcomes. We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner and the importance of giving students clear, useful feedback on how to improve their learning. All teachers and support staff know which students are eligible for Pupil Premium and take responsibility for implementing strategies to enable them to make progress. Teachers are accountable for the progress of all students through the performance management process. At Meadowbrook College, support to improve outcomes and raise attainment is personalised according to each individual through their Positive Handling Plans, using a variety of information acquired at Induction about each student. We use our knowledge of students and their families to identify potential barriers to progress and students attaining their goals, and use the funding flexibly to overcome these barriers. We are committed to ensuring that students fulfil their potential whilst with us at Meadowbrook College and are not held back due to lack of opportunities outside of school or family finances.

Funding is used to support these students in experiences and skills beyond the 'traditional' subjects – many of our students lack the necessary social and communication skills to achieve their potential and manage the world of work or further education without the support of the college staff. We carefully consider and provide well-targeted support to improve attendance and behaviour and build links with families where these are barriers to a student's learning. Through careful monitoring and evaluation we can show the positive impact of our spending on the outcomes for students.

The main areas of expenditure for 2014-15 are listed below:

Provision	Expenditure	Target Group	New / Cont.	Summary	Monitoring/Evaluation	Impact
<p><b>Whole school focus on promoting Mindfulness to help students manage their behaviour in order to be ready to learn.</b></p>	<p>Mindfulness training: INSET</p> <p>£2,895 Staff training plus decorating &amp; furniture for 'quiet room'</p>	<p>All age groups</p>	<p>New</p>	<p>Presentation to whole staff on Mindfulness at school/work. Mindfulness became focus of Behaviour and Relationships working group – individual group focus on a particular Mindfulness technique which was used with students.</p> <p>Focus on building self-management techniques in order to manage difficult days at school and improve attitude to school.</p> <p>Students engaged in designing a 'quiet room' for time-out and reflection during lesson times.</p>	<p>Analysis of PASS</p> <p>% Attendance of PP</p> <p>GCSE success rates (particularly in terms of numbers achieved)</p>	<p>Staff feedback at INSET regarding success of the Mindfulness programme. Impact on staff resulted in subsequent impact on students in class and around school. Students managing difficult moments in a much more 'mindful' manner.</p> <p>Students PASS data showed that students views about themselves and school improved over the year.. General Work Ethic was the only factor that did not show an improvement - however, it was still average range. Their highest scores were for attitudes towards teachers and preparedness for learning.</p> <p>Improved attendance of PP students on baseline figures (when they joined us).</p>

<b>Keyworker home visits where attendance falls below 75%</b>	£4,682 Staff time and travel	High level non-attenders (LA/LAC interventions in place also)	Cont.	Targeted home visits to focus on improving engagement in learning	Comparison of attendance data prior to intervention Analysis of progress outcomes	Improved attendance in target group of students – only 2 number of students still proving difficult to engage (multi-agency involvement highlights outside factors affecting engagement with school)  Improved progress scores for students encouraged back into school (compared with baseline on entry)
<b>Attendance reward activities for meeting individual attendance targets</b>	£3,764	All age groups	New	End of term trips and visits to off-site learning – variety of subjects related to student options eg. Art Museums/Galleries, Sporting venues, Outdoor Learning – Fishing etc.	Baseline attendance compared over (half terms) time	Improved attendance of target groups of students. KS3 students: 0 out of 1 (- 6.86%) KS4 students: 17 out of 40 (42.5% improved attendance)
<b>Improve Basic numeracy and literacy skills</b>	£3,560	All students	New	Assistant Head responsible for Progress & Achievement set challenging targets for all students based on both KS2 and Baseline results on entry to Meadowbrook College.  All students tested for Reading and Spelling ages  Students engage with Sound Reading Scheme (SRS) if score lower than expected on baseline tests on entry.	Levels of progress for PP students in comparison to non-PP monitored by Assistant Headteacher and shared with subject leads at Progress meetings termly	Tracking of progress across the curriculum shows that PP students on average make similar levels of progress to non-PP students. Close monitoring through Student Progress meetings, Key Worker 1-1s have been effective in targeting individual needs and personalising Positive Handling Plans for pupil premium students (who are often SEN or SEMH concerns). We will continue with Student Progress Meetings

				Progress continued to be monitored through Student Progress meetings with all core subject leads & recorded by PP administrator		Average Reading ages increased by 1 year 4 months over an average period of 8 months.  SRS intervention results in significant increase in reading levels.
<b>Intervention group</b>	£9,895 Hire of facilities and staff time	Key Stage 4 students		Targeted numeracy and literacy support off-site – longer focus time on core subjects and smaller ratio in order to build confidence and improve English and Maths skills	Hire of facility 2:4 (max 5) ratio Specialists deployed to group Continuity of provision to build confidence	57% of students on the targeted intervention achieved 5A*-G grades 86% of students achieved their English 57% of students achieved their Maths 57% of students achieved both English and Maths Average baseline grade on entry was a G
<b>Improve transition/ reduce NEET</b>	£4,225 staff time	Year 11 students		Individualised approach to preparation for leaving Meadowbrook College and moving on to next destination	Targeted Connexions-style mentoring for all students Visits to College with key worker for all students Work experience placements secured for students needing additional transitional support before moving on 1-1 shadowing by tutor in college classes	NEET of target group = 21%  All students who visited college with a keyworker were successful in gaining a place and starting in September  1-1 shadowing resulted in student successfully enrolling on college course and accessing study at the appropriate level
<b>Personalised Alternative Provision</b>	£5,200	Targeted KS4 students	New	Individualised approach to securing appropriate alternative provision	Quality assurance by Meadowbrook's	96% success rate of courses studied by students off-site. Successful course qualifications include:

<b>placements accessed for targeted year 10 &amp; 11 students</b>	staff time, insurance, DBS etc			through a variety of other providers in the county. Focus on Vocational learning opportunities – linked to college access	Technical Learning Leader. Variety of providers sourced and contracts for students drawn up eg. TRAX, Hill End, Farm Students supplement their Meadowbrook 'core learning' with Vocational provision off site	<ul style="list-style-type: none"> <li>• Vehicle Maintenance Level 1 (TRAX)</li> <li>• Sport and Fitness BTEC Level 1 (BMAC)</li> <li>• Sport (Football) BTEC (Oxford City FC).</li> </ul>
<b>Work experience opportunities for students wishing to pursue particular pathways at college</b>	£4,876 staff time and insurance, DBS etc	Targeted KS4 students	New	Individual package of support for particular students wishing to gain specific experience to secure decisions about future study	Technical Learning team sourced appropriate work experience placements. Relevant insurance cover and Quality Assurance procedures put in place	Successful deployment of students to placements. Success of one student continuing to extend study with Meadowbrook College through a resit whilst working in a childcare setting on site at neighbouring primary school
<b>Art therapy 1:1 sessions for selected students</b>	£4,325	Targeted students	Cont	A series of Art therapy sessions designed to enable students to explore and understand their feelings and to develop the resilience and self-esteem to do well in their learning	Art therapist on site two days a week and targeted students access her through their personalised timetable	Successful engagement with multi-agencies which was previously failing. Successful reintegration into lessons following periods of time 'out'. GCSE Art success of one student who was finding the classroom setting difficult
<b>Sound Reading Scheme (SRS) Literacy Support</b>	£8,862	KS2, KS3 and KS4	Cont.	Sound Reading Scheme is a literacy intervention targeted at students who were stuck and had not made	Students targeted following baseline assessment on entry	The results were very positive. Average Reading ages increased by 1 year 4 months over an average period of 8

				<p>progress in their reading. It was delivered by two members of staff (one West Bar and one Harlow Centre)</p>	<p>and then assigned to SSo or Bridges Worker via timetable</p>	<p>months. Those that did SRS specifically, on average, increased their Reading age by 11 months over the 3 month SRS input. We will continue with this intervention as it has dramatic and rapid results with our students and gives them a positive 'quick win' which enables them to more quickly engage with English in the classroom.</p>
--	--	--	--	---	---	--

**Total spent 2015-16 £52,284**