

Pupil Premium Strategy 2021-22

Meadowbrook College enables young people to access a high quality, inclusive education in an aspirational learning community. We enhance the life chances of our students, enabling them to compete with their peers for further education/training places or employment

Summary Information:

School	Meadowbrook College				
Academic Year	2021-22	PP funding	£19,207.50	Eligible pupils	19.5
Total number of students	106	Recovery Premium Funding	£6,235	Eligible pupils	21.5
Date this statement was published	12/2021		Total Budget £25,442.50		
Date on which it will be reviewed	11/2022				

Statement of Intent: Aims

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children and young people. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see some variance in outcomes for disadvantaged students across the school when compared to their peers.

Meadowbrook College is committed to:

1	Ensuring that all students have the same opportunities to succeed to the best of their ability
2	Ensuring that all students receive high quality inclusive teaching and learning
3	Improving the attendance and behaviour of disadvantaged children and young people
4	Improving children and young people's personal, social, mental health and emotional skills
5	Ensuring that children and young people's skills and confidence will have developed in readiness for their next steps

Statement of Intent : Challenges

1	Through observations and conversations we find that the social and emotional needs of some disadvantaged learners is having a detrimental affect on their academic progress
2	Our data shows us that some disadvantaged learners arrive with poor literacy and numeracy skills.
3	Our data shows us that disadvantaged learners attendance is less than non PP students (PP 54.54% whole school 66.07%)
4	Our data shows us that behaviour incidents shows no significant difference, however 47% of suspensions are for disadvantaged students
5	Through observations and conversations we find that disadvantaged learners generally have fewer opportunities to develop cultural capital outside of school
6	Through observations and conversations we find that disadvantaged learners often require additional support to develop personal skills.

Implementation: Our Strategy

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Strategy	Challenge	How it was used	Cost
Purchase of subscription to Boxall online profile and staff training	1,3 and 4	Used to assess social and emotional needs of all students on arrival and to put in place interventions for disadvantaged learners	£397
Enrichment days used for outdoor ed and physical activity	6	Used with Ks3 learners to develop personal skills	£330
Use of Thomley Hall Activity Centre	1 and 6	Used with Ks1 and Ks2 learners, once a week for 30 weeks	£600
Use of Westhill Farm	1, 5 and 6	Used with Ks1and Ks2 learners for forest school and KS3/4 Bushcraft. Costs are for equipment and training of staff	£2,000
National College Subscription	2	Staff CPD so that learning can be personalised and online to support disadvantaged learners in developing literacy and numeracy	£1,245
Subscription to	5	Used to develop cultural capital with all	£360

“Votes for school”		students	
BMAC (Boxing Academy)	3, 4 and 6	4 students once a week for 38 weeks	£4,560
Oxford Boxing Academy	3, 4 and 6	2 students once a week for 38 weeks 1 student once a week for 15 weeks	£4,459
Part time Trauma Therapist	1,3 and 6	Used to support disadvantaged learners in Banbury	£1,933
Part -time Art Therapist	1,3 and 6	Used to support KS3/4 disadvantaged learners in Oxford	£2,814
Part-time Thrive Practitioner	1,3 and 6	Used to support disadvantaged learners in Ks1/2	£6,041
PACE training for all staff	4	To help reduced the numbers of disadvantaged learners behaviour resulting in suspensions	£500
High Quality inclusive Teaching & Learning including Literacy training for all staff	2	Used to develop staff skills in supporting disadvantaged learners develop literacy and numeracy skills	£215
Total Spend			£25,454

Impact: Intended Outcomes for 2021/22

1	Disadvantaged learners make good progress because their social and emotional needs are being addressed through targeted Boxall interventions, and through relevant pupil profiles highlighting do, try and avoid strategies.
2	Through personalised CPD for staff, disadvantaged learners' literacy and numeracy needs are better met. Through Increased staff understanding of the YARC assessment more disadvantaged learners can access targeted literacy support.
3	Through engagement in different types of learning (Outdoor and Boxing) there is an improvement in disadvantaged learners attendance and behaviour.
4	Through PACE training staff learn to de escalate situations that may have lead to suspensions
5	Through the use of votes for schools disadvantaged learners develop their cultural capital by being better informed about current affairs and topical debates
6	Disadvantaged learners are supported to develop their personal skills by working with specially trained professionals and in different environments

