

# 3 Year Pupil Premium Grant Strategy Statement 2024-2027

This statement details our school's use of pupil premium funding 2024 to 2027 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Melland High School
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	55%
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Sue Warner, Principal
Pupil premium lead	Rob Barlow
Governor / Trustee lead	Peter Tite

## Funding overview

Detail	Amount
Pupil premium funding allocation 2025-2026	£172,615

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium Grant (PPG) is funding allocated to enable schools to raise the attainment of disadvantaged pupils and diminish the difference between those in receipt of Pupil Premium and their peers.

The funding is allocated specifically for pupils from low-income families who eligible for free school meals (FSM), children looked after (CLA) and those from families with parents in the Armed Forces.

Melland High School determines how the Pupil Premium Grant is best spent in order to raise achievement and improve outcomes for identified pupils. The school is held accountable for how the funding is used, reporting to parents/carers and the Local Governing Body on Pupil Premium Grant expenditure.

Melland High School is keen to maintain the confidentiality of individual families' financial circumstances and therefore targets Pupil Premium sensitively; some activities will benefit all pupils whilst others are more individually delivered. The inclusion of pupils entitled to FSM and CLA is central to the ethos of the school. The Governing Body approves decisions on how Pupil Premium should be targeted to ensure efficient and effective outcomes for pupils eligible for FSM or CLA. It should also be noted that Pupil Premium is not necessarily allocated to individual pupils.

Melland High School works with all pupils at an individual level to maximise their progress. Pupil Premium funding allows us to carefully target our CLA/FSM population and ensure their holistic needs are addressed. We also recognise that pupil progress is closely linked to emotional health, wellbeing and resilience.

Whole school and Pupil Premium initiatives are driven simultaneously, underpinned by relevant research and consultation. To this end the school has referenced the Education Endowment Foundation's (EEF) "Teaching & Learning Toolkit" in order to ascertain the most cost effective interventions which have impacted positively on pupil outcomes.

There are currently 203 pupils on roll in years 7 – 12 and 134 pupils are in receipt of Pupil Premium Grant.

In the 2024 -2025 financial year schools will receive the following funding for each pupil registered as eligible for free school meals at any point in the last 6 years:

£1050 for eligible secondary age pupils

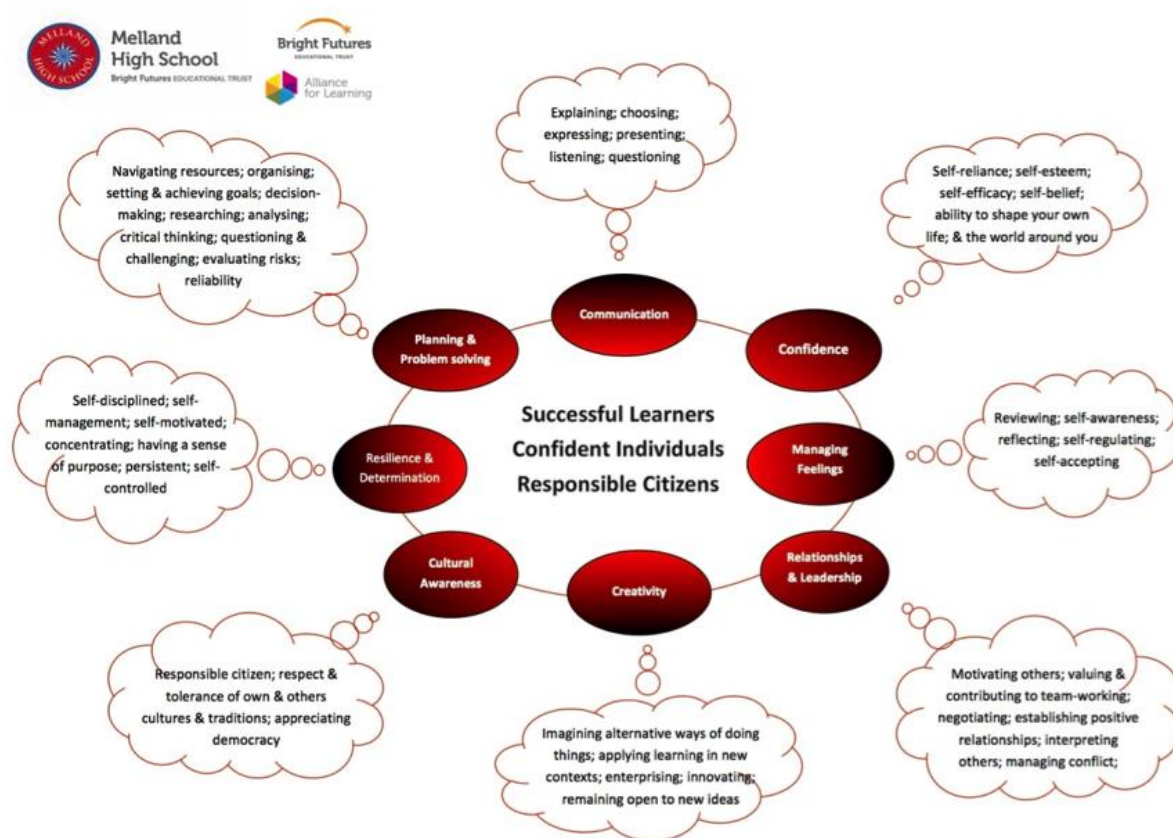
CLA pupils – see individual Personal Education Plans (PEP) for detailed income, spend and evaluation of impact

## The impact of Pupil Premium is evaluated using a range of measures

In addition to traditional progress measures and resulting data, Melland High School has acknowledged the challenge of providing quantitative evidence of the development of individual students' personal skills and qualities.

Through the use of Spiritual, Moral, Social and Cultural (SMSC) outcomes (see illustration below), Case Studies and Student Voice we are able to effectively capture and articulate the impact of the range of personal development outcomes listed below;

- Achieving in education
- Career success
- Being healthy
- Experiencing positive relationships
- Involvement in meaningful, enjoyable activities
- Personal outcomes such as happiness, increased self-esteem and confidence



The school expects to receive £157,040 Pupil Premium Grant (PPG). This amount will enable targeted support to be given to pupils in receipt of PPG via the activities and provision detailed in this document.

In terms of effectively utilising PPG to diminish any difference between PPG and non-PPG pupils, interim analysis and evaluation will be carried out in March 2025 and a final evaluation of impact in July 2025.

## Challenges

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

Challenge number	Detail of challenge
1	<p>A significantly increased number of students referred to MHS now and particularly over the next three years will experience complex needs. In collaboration with appropriate stakeholders, the school expansion, which opened in September 23 reflects a bespoke built environment and provides appropriate resources, including TA support, in order to meet the specific needs of this cohort.</p> <p>Bespoke &amp; holistic interventions to support individual students with significantly complex needs will need to be supported and/or delivered by appropriately trained (and additionally recruited) TAs in order to ensure the provision of personalised programmes for individual students and resulting in a positive impact on their behaviour and emotional wellbeing.</p>
2	<p>Pupils experiencing profound and complex learning difficulties may struggle to communicate their needs and preferences effectively. The provision of bespoke technology aids can greatly assist this but careful research into the most appropriate equipment is required in addition to specific training for its use and implementation</p>
3	<p>Investing Pupil Premium funding in meaningful national accreditation will greatly enhance the academic and personal development outcomes for our students. Allocating PP spend on bespoke accreditation that supports the learning needs of qualifying students in years 7-12 within the formal curriculum pathway, will provide valuable and meaningful qualifications that recognise and celebrate their individual strengths and achievements. This strategic investment not only supports their academic and personal development but also equips them with accreditation that holds significant currency within and beyond the school environment. National accreditation also provides defined pathways that can enhance student confidence and motivation and help prepare them for adulthood. Accreditation bridges the gap between school and the world of work, ensuring students leave Melland High School with relevant and valued skills and knowledge.</p>
4	<p>Pupils experiencing severe/complex learning needs may struggle to recognise, express and/or regulate their emotions, leading to an increase in challenging behaviour and a need for specific interventions and support.</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>Analysis of MAPP data demonstrates progress against personal learning intentions.</p> <p>Personal learning intentions are reflected in the short and long term outcomes identified in each pupils' Education Health &amp; Care Plan</p> <p>Qualifying pupils with Personal Intervention Strategies which identify the need for 1:1 support demonstrate improved behaviour outcomes evidenced by a reduction in incidents recorded via SIMS Behaviour Manager/BROMCOM and individual case studies.</p>	<p>Progress data analysis, behaviour monitoring and individual case studies confirm successful impact of 1:1 targeted support on improved pupil outcomes.</p>
<p>Enhanced and inclusive communication technology is effectively utilised to improve learning for all pupils and specifically those experiencing profound and/or complex learning needs</p>	<p>A demonstrable increase of pupils' skills in communication technology across the curriculum is evidenced through the achievement of individual learning intentions and the Evidence for Learning App.</p>
<p>Provision of bespoke accreditation that supports the learning needs of qualifying students in years 7-12 within the formal curriculum pathway, will provide valuable and meaningful qualifications that recognise and celebrate their individual strengths and achievements.</p>	<p>The achievement of relevant national accreditation supports students' academic and personal development. Students leave Melland High School with relevant and valued skills and knowledge, prepared for adulthood and the world of work.</p>
<p>A targeted group of pupils demonstrate a greater understanding of their own emotional regulation evidenced by a reduction in behaviour incidents recorded via SIMS Behaviour Manager/BROMCOM.</p>	<p>Individual case studies appropriately reflect pupils' positive holistic development, including;</p> <ul style="list-style-type: none"> <li>• Career success</li> <li>• Being healthy</li> <li>• Experiencing positive relationship</li> <li>• Involvement in meaningful, enjoyable activities</li> </ul>

	<ul style="list-style-type: none"> <li>Personal outcomes such as happiness, increased self-esteem and confidence</li> </ul>
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## Activity in this academic year 2025-26

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

### Teaching

Budgeted cost: **£125,000**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Continued provision of TA support for pupils in receipt of PPG accessing the Specialist Curriculum Pathway.</p> <p>The provision of targeted CPD for TA's – following Team Teach advanced practitioner accreditation of 2 teachers.</p> <p>Personal Learning Intentions (PLI) will continue to be tracked termly, and judgements made based on evidence collected over time via the Evidence for Learning App.</p>	<p>The EEF Toolkit notes that “evidence suggests that TAs can have a positive impact on ... achievement” and that “TAs can improve learning if they are trained and deployed carefully.” Pupils accessing the Specialist Curriculum Pathway and those in receipt of Positive Intervention Plans will continue to require individual TA support to provide a consistent, personalised approach for curriculum delivery, bespoke assessment and specific behaviour interventions.</p> <p>Team Teach ‘train the trainer’ qualification enables in house accreditation for whole school at appropriate levels of intervention.</p> <p>The specific steps, tracked over time using MAPP (<i>Mapping and Assessing Personal Progress</i>) allows the teacher to track each learning intention against acquisition or prompting, accuracy, maintenance (learning over time) and generalisation for students accessing pre/semi formal curriculum pathways.</p>	1
<p>Advanced staff CPD in Assistive Technology and Communication</p>	<p>The innovative and creative use of media &amp; technology continues to be an area of excellence at MHS. There is evidence to</p>	2

Strategies to enable pupils in receipt of PPG to improve and further develop their creativity and communication.	suggest that the use of assistive technology has the greatest impact when it is used to support and improve specific learning such as communication skills or writing - <i>EEF Teaching &amp; Learning Toolkit</i> .	
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## Targeted academic support

Budgeted cost: **£26,540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The continued provision of bespoke and meaningful academic and vocational national accreditation for qualifying students.</p> <p>Accreditation includes for example: City &amp; Guilds Functional Skills, GCSEs (where appropriate), OCR Entry Level Certificates, DofE Award (bronze &amp; Silver Award), Sports Leadership, The FA, England Basketball.</p>	<p>Allocating PP spend on bespoke accreditation supports the learning needs of qualifying students in years 7-12 within the formal curriculum pathway.</p> <p>This provides valuable and meaningful qualifications that not only recognise and celebrate student's individual strengths and achievements but also act as currency which is widely recognised within further education establishments and as such informs post school destinations.</p> <p>Due to the success of DofE delivery in Sixth Form, provision to be expanded to Bronze DofE award at key stage 4</p>	3

## Wider strategies

Budgeted cost: **£21,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Service Level Agreement with an Occupational Therapist, 2 days per week.</p> <p>The Occupational Therapist will lead a structured programme</p>	<p>OT support and training can have a significant impact on students overall development in terms of:</p> <ul style="list-style-type: none"> <li>• Helping build developmental skills</li> <li>• Providing individual therapy strategies for improved</li> </ul>	4

<p>focusing on sensory integration, physical development, and independence skills. This will include parent workshops to extend support beyond school.</p>	<p>communication, coordination and movement.</p> <ul style="list-style-type: none"> <li>• Supporting with daily activities, such as eating, showering and dressing.</li> <li>• Improving cognitive and physical functioning to promote independence in school and at home.</li> <li>• Increasing empathy, understanding, and communication through social interactions.</li> <li>• Introducing adaptive technology and assistive devices to help with daily tasks.</li> </ul>	
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**Total budgeted cost: £172,615**

## 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 2024 to 2025 academic year.

During the 2024–25 academic year, Melland High School implemented a range of targeted interventions funded by the Pupil Premium Grant (PPG), with a total budget of £157,040.

The continued deployment of Teaching Assistants (TAs) within the Specialist Curriculum Pathway proved highly effective. Students receiving 1:1 support demonstrated measurable progress in their Personal Learning Intentions (PLIs), tracked via the Evidence for Learning App and MAPP. The targeted CPD for TAs, including Team Teach training, enhanced their capacity to deliver personalised learning and behaviour interventions. This contributed to a reduction in behaviour incidents and improved emotional wellbeing for students with Positive Intervention Plans.

The provision of bespoke iPad technology significantly enhanced communication and creativity among students with complex needs. The integration of iPad technology into the curriculum enabled more inclusive learning experiences and supported the development of key communication skills. Evidence from classroom observations and student work indicated increased engagement and autonomy in learning.

The introduction of bespoke national accreditation pathways—such as City & Guilds Functional Skills, OCR Entry Level Certificates, and the Duke of Edinburgh Award—had a positive impact on student achievement. Students gained meaningful qualifications that not only celebrated their individual strengths but also provided recognised credentials for post-school destinations.

The introduction of a Service Level Agreement with an Occupational Therapist (OT) for two days per week was instrumental in supporting students' emotional regulation and physical development. The expanded delivery of the Zones of Regulation framework, supported by OT-led interventions, have provided an holistic approach to wellbeing—incorporating sensory processing activities, adaptive equipment, and therapeutic strategies—which further supported students' access to learning.

### Service pupil premium funding (optional)

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