



## Pupil Premium Strategy Statement – More House School

### Kindness – Spirit - Responsibility

The More House School Pupil Premium Vision is detailed on the School website, alongside this document detailing the specific expenditure associated with the attainment of our disadvantaged pupils.

#### School Overview

| Detail   | Data                                      |
|--|---|
| Number of pupils in school   | 499                                       |
| Proportion of pupil premium eligible pupils                        | 2.4%                                      |
| Academic years that our current Pupil Premium strategy plan covers | 2022-2025                                 |
| Date this statement was published                                  | July 2024 (Vision submitted in July 2023) |
| Date on which it will be reviewed                                  | July 2025                                 |
| Statement authorised by  | Jonathan Hetherington, Headmaster         |
| Pupil Premium lead   | Lewis Clarkson, Deputy Head (Pastoral)    |
| Governor/Trustee lead  | Glenn Handley (Chair of Governors)        |

#### Funding Overview

| Detail   | Data    |
|--|---------|
| Pupil Premium funding allocation this academic year        | £24,140 |
| Recovery Premium funding allocation this academic year     | £0      |
| Pupil Premium funding carried forwards from previous years | £5424   |
| Total budget for this academic year                        | £29,564 |

#### Statement of Intent

To maintain a sharp focus on the attainment and progress of Pupil Premium students, a member of the Senior Management Team (SMT) has the responsibility for leading the strategies and managing the provision for this group of students. The support received by Pupil Premium pupils is informed by the latest documentation, providing the most effective ways of reducing the attainment gap in pupil performance.

The support that Pupil Premium students receive is informed by the latest documentation and research from: The Department for Education, Ofsted, Education Endowment Foundation, the Westminster Briefing and the Sutton Trust. In unison, they advocate that the most effective ways for reducing the attainment gap in student performance, include the following:

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- Ensuring highly effective teaching
- Small group tuition
- Setting high quality homework
- Transition support

In light of these recommendations for best practice, the strategies implemented, thus far, by the school include:

- An increase in staffing focusing on numeracy support, also impacting literacy support,
- additional tuition in English and Maths,
- use of electronic systems to record, organise and complete homework tasks,
- holiday revision interventions,
- careers support,
- support through the cost-of-living crisis and its impact on inclusion.

Previously, the Pupil Premium expenditure for More House School has considered closely the impact of the Coronavirus pandemic. This was particularly pertinent in the previous Vision for the expenditure of Pupil Premium funding. Although we are moving into a society that is less-directly impacted by the pandemic, the impact of the interventions previously explored in this regard have led to further focus on literacy and numeracy, and subsequently the delivery of mathematics and English and key subject areas. This information and guidance is equally influenced by pupil outcomes, most notably those of disadvantaged pupils.

Equally, as society develops and we encounter changing circumstances and challenges, it becomes clearer that there are other areas of focus for the school to introduce and implement to support families and key stakeholders, specifically financially, to ensure we maintain an inclusive environment for all pupils. This has subsequently ensured that expenditure for the school year 2023-2024 and onward recognises a much greater focus on inclusivity, supporting developing social interaction (in accordance with the associated needs of our Pupil Premium pupils and all other members of the school community).

### Challenges

| Perceived Challenge:  | Area of Focus:            | Intended Outcomes:   |
|---|---------------------------|--|
| Numeracy skills for disadvantaged pupils                    | Targeted academic support | Improve numeracy and mathematics outcomes from KS3 through to KS4 and, where necessary, KS5. Progress commensurate with pupils who are non-disadvantaged.  |
| Utility of engaging tools to deliver academic opportunities | High quality teaching     | Recognition of improved engagement in accordance with tracking grades. Clear planning to incorporate a consideration of disadvantaged pupils, utilising engaging planning and implementation (recognition through observation and learning walks). |

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|---|--|--|
| The influence of previous lockdowns on the <i>social</i> outcomes for pupils  | Wider strategies                           | Proactive intervention to ensure the potential outcomes of the previous lockdowns do not have a major influence over the social opportunities experienced by disadvantaged pupils.<br><br>Reduction in behavioural incidents for pupils considered to be disadvantaged.  |
| Engagement in extra-curricular educational opportunities                      | Wider strategies                           | An increase in the number of pupils taking part in extra-curricular activities. Activity Week 2020-2021 saw an increase in absence, partly due to anxiety caused by Covid-19, as well as genuine illness, but an improvement during Activity Week from this point is expected as a result of the support provided. |
| Attendance rates  | Wider strategies                           | Seek to reach an attendance level commensurate with non-disadvantaged pupils. A 2% increase required to reach this.  |
| Parent engagement with <b>disadvantaged pupils' learning</b>                  | Wider strategies                           | Better prepare parents of disadvantaged pupils to support their son at home and develop their learning opportunities outside of the school community, including cultural capital.  |
| Cultural capital for disadvantaged pupils                                     | Targeted academic support/Wider strategies | Ensure the maintenance of disadvantaged pupils being involved in trips and clubs, including university visits/UCAS conventions.  |
| Supervision, support, recruitment and retention of high quality staff members | High quality teaching                      | Development of support for staff across the school to work through periods of difficulty with the support and guidance of peers either internal or external to the school.   |
| Cost of Living Crisis and its associated impact                               | Wider strategies                           | We are seeking to maintain a fully inclusive environment, inclusive of residential trips and activities, as well as after-school activities. Financial support is and has been provided to support this.   |

### Intended Outcomes

| Aim and Objective:   | Action/Approach:   | Review of Implementation:  |
|--|--|--|
| Numeracy skills for disadvantaged pupils                                     | Funding of additional numeracy tutor (continuation from previous expenditure, started in 2019), with a focus on PP pupils. | Regular learning walks to experience the classroom environment alongside review and monitoring of pupil data <b>produced on the School's Management Information System.</b> Ultimately, improved outcomes for our disadvantaged pupils and a reduction in the attainment gap.                    |
| Utility of engaging tools to deliver academic opportunities                  | <i>Additional time afforded to transitional lead in order to support those moving from Year 6 into Year 7.</i>             | <i>Key involvement of transitional leads throughout the year in preparation for Trinity Term, providing opportunities to experience different classroom environments prior to transition.</i><br>A reduction in the attainment gap between disadvantaged pupils and the remainder of the school. |
| The influence of previous lockdowns on the <i>social</i> outcomes for pupils | Development of extra-curricular programming and social skills planning both before and during school.                      | Qualitative assessment of well-being through pastoral support mechanisms.<br>Reduction in the need for pupils to access Pastoral+ support and additional mentoring through the pastoral processing.  |
| Engagement in extra-curricular educational opportunities                     | Increase involvement in after-school activities, with potential subsidy for PP pupils and paid clubs.                      | Statistical analysis of PP pupils and access to clubs and activities.<br>Further engagement with extra-curricular educational opportunities and take-up of these opportunities.  |

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|---|--|--|
| Attendance rates                                      | Implementing the principles of good practice set out in the DfE's <i>Improving School Attendance</i> advice. | Statistical analysis of absence rates for disadvantaged pupils. Demonstrable improvement in attendance data for disadvantaged pupils.  |
| Parent engagement with disadvantaged pupils' learning | Parent sessions on academic support.   | Qualitative responses to work completed, although this is in its earliest stage, this implementation appears to have real impact.<br><b>Record keeping of involvement in information/parents' evenings from disadvantaged pupils' parents.</b> |
| Cultural capital for disadvantaged pupils             | Financial support for trips.   | Significant increase in involvement and attendance for flexi-Friday trips and Activity Week sign-up.   |

### Activity in this academic year

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

### Teaching

Budgeted cost: £9,500

| Activity                       | Evidence that supports this approach  | Challenge number addressed |
|--------------------------------|---|----------------------------|
| Teaching Assistant support     | Although directed and detailed impact data is trickier to ascertain here, it is a key intervention in improving outcomes. This must never detract from the high-quality teaching provided for all pupils. | 1                          |
| Coaching Support for all staff | Delivery of training and coaching for staff, including delivery of pastoral care methods for all pupils.  | 2                          |

### Targeted academic support

Budgeted cost: £8,800

| Activity  | Evidence that supports this approach  | Challenge number addressed |
|---|---|----------------------------|
| White Rose Mathematics Subscription   | Numeracy support is essential in supporting our implementation for disadvantaged pupils.  | 1                          |
| Funding support in highlighting aspiration interventions through parental engagement evenings (information evenings). | Sense of belonging achieved in the school and direct correlation between parental engagement and outcomes within standardised assessment in accordance with MHS research. | 2                          |
| Parental engagement with school interventions.  | See EEF support for this: <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>                   | 3                          |

### Wider strategies

Budgeted cost: £9,500

| Activity   | Evidence that supports this approach   | Challenge number addressed |
|--|--|----------------------------|
| Careers Advice and Support through employment of careers advisor (cultural capital). | Careers education in England can be a 'postcode lottery', we want to remove this and ensure adequate support for our pupils. | 1                          |

|  |  |   |
|--|--|---|
|  | <a href="#">SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a>  |   |
| Cost-of-Living Crisis support for families ensuring adequate financial aid to maintain | Outdoor adventure learning highlights positive impacts generally, but detailed impact on attainment scores is difficult to ascertain. However, our anecdotal data details that our pupils feel a greater sense of purpose and belonging as a result of involvement with these opportunities. | 2 |
| School Uniform support   | Essential for all pupils and a necessity to ensure sense of belonging.   | 3 |
| Access and engagement with Duke of Edinburgh Award                                     | See 'outdoor adventure' learning.  | 4 |

Total Budgeted Cost: £27,800

## Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that the impact of numeracy support, in particular, has highlighted improved outcomes for disadvantaged pupils, specifically those in Key Stage 3 with whom we have recognised an improved progress score of 0.4%. Our outcomes for GCSE have improved for disadvantaged pupils, with a pass rate of 75% across the cohort. This relates directly to the budget proposed for mathematics support and a maintained engagement with this.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. The data demonstrates that [pupils felt a greater sense of belonging in the school, in accordance with data drawn from our pupil survey, but also developed wider skills surrounding more general development and preparation for adulthood in comparison with previous years. Based on all the information above, the performance of our disadvantaged pupils exceeded or at least met expectations based on the cohort, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that there is a necessity to maintain a sharp focus on the areas in question, particularly in consideration of our upcoming pupil census, alongside governmental intervention influencing funding and opportunity in a variety of areas. Other areas of our Pupil Premium Strategy, including expenditure on White Rose Mathematics, will subsequently reduce over time as the techniques become further embedded, enabling further consideration of other outcomes. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Further information

This strategy continues to be reviewed each year, enabling the school to respond effectively to the challenges faced by disadvantaged pupils within the school community. This means we are more agile to issues experienced, and have ensured that our expenditure and budgeting continues throughout the year, enabling all pupils to experience the most inclusive environment possible. Equally, whilst we oversee the Pupil Premium expenditure, we are keen to hear the views of key stakeholders in the pupils' lives, enabling us to tailor such funding as most appropriate.

We continue to work collaboratively with other SEND providers to determine any alternative ways to utilise Pupil Premium funding, in conjunction with our use of the EEF's *implementation guidance* in setting and outlining our three-year approach.