

The More House School Pupil Premium Vision and Strategy 2025-2028:

The Pupil Premium was introduced by the Government in April 2011. From September 2012, schools have received specific funding to support students from low income families who are eligible for free school meals (FSM) or have been at any point in the last six years (Ever 6), looked after children (LAC) and those from families with parents in the Armed Forces (SC), under the umbrella, Pupil Premium (PP).

Schools have autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium students. The government and governors hold schools to account with regards to the impact of this spending and all schools are required to publish this information on their website (Department for Education, 2019). The 2021-2022 academic year saw the implementation of further guidance surrounding the expenditure of Pupil Premium, explicitly surrounding three key areas, as outlined by the Education Endowment Foundation (EEF), 'High quality teaching', 'Targeted academic support' and 'Wider strategies' (EEF, 2021). Ultimately, this does not alter the planning and expenditure of focus areas for More House School, but ensures a 'tiered approach to school improvement' all of which ensures the maintenance of pupils being at the heart of this key educational improvement.

More House School provides exceptional and transformative education and pastoral care, empowering boys who are intelligent, and thrive in a specialist learning environment, due to Specific Learning Difficulties, Developmental Language Disorders and associated conditions.

All students have high quality education through whole school strategies that benefit all students individually. The specific, targeted and strategic use of Pupil Premium will help support students regardless of their starting point.

It is important to acknowledge that the strategy for 2025-2028 must be in review of that which was in place for the preceding period 2022-2025. We believe that it is appropriate for a strategic vision such as this to be a three-year period, enabling true recognition of success, as well as any further areas for development.

The Vision:

When outlining More House School's vision and strategy for Pupil Premium, the school is not simply looking at an 'attainment' gap, but indeed the social development of all pupils, ensuring that there is no perception of disadvantage amongst the pupil body. There is, as there should be, a focus on academic attainment through high quality teaching and targeted academic support (EEF, 2021), but also a focus on wider strategies that support pupils holistically to access the curriculum, improve attendance rates and ensure The three-year plan for the expenditure of Pupil Premium continues following the success of the expenditure across the previous three-year strategic period (2022-2025), and ultimately surrounds the following aspirations. This is with an intention not only to close the attainment gap in terms of academic outcomes (High quality teaching & Targeted academic support), but to provide opportunities which extend beyond school-life (Wider strategies). In doing so, there is a clear consideration of continuous development for staff members, specific and targeted support for those who are not making good progress (which can be at either end of the spectrum of ability), and an appreciation of the non-academic challenges to success in school, including attendance, behaviour and social and emotional support.

As previously mentioned, and in accordance with the Education Endowment Foundation, the future expenditure of Pupil Premium will be split into three specific areas:

- High quality teaching
- Targeted academic support
- Wider strategies

'The tiered approach aligns with the Department for Education template' (EEF, 2021). This ensures that More House School can be confident that the school improvement approach meets the needs of our pupils and fulfils the expectations of the pupil premium strategy document.

In diagnosing pupil needs across the school, there is a consideration of collated data, including, but not exclusive to:

- Attendance data and levels of persistent absence;
- Teacher feedback on pupils' levels of engagement and participation;
- Behaviour incidences and exclusions data;
- Information on wellbeing, mental health and safeguarding;
- Access to technology and curricular materials.

In October of 2025, the school engaged in a broad exploration of expenditure with all parents of pupils in receipt of Pupil Premium, seeking the most appropriate expenditure of funding for each pupil, whilst also recognising the need to split expenditure across differing priorities to ensure equity. From this, further specificity was determined in terms of the expenditure to best support families. This is a practice that will take place yearly throughout this strategic period of three years.

The following remains necessary to ensure the success of the system and to ensure that aims and objectives are met effectively:

- Work with teachers, parents/carers and governors to ensure students make expected or more than expected progress through high quality teaching and learning
- Ensure that students have personalised intervention to ensure economic disadvantage is not a barrier to success
- Ensure that the profile of Pupil Premium students is high amongst staff members
- Monitor and rigorously track Pupil Premium data to analyse gaps and implement interventions accordingly

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. This is currently overseen by the Head of School and Director of Pupil Progress, it is also governed by the Chair of the Teaching, Learning and Therapy Committee.

The support received by Pupil Premium pupils is informed by the latest evidence and input, 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:

- Ensuring highly effective teaching
- Small group tuition
- Setting high quality homework
- Transition support
- Social communication and personal development

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,
- peripatetic music classes
- career support,
- support through the cost-of-living crisis and its impact on inclusion, including residential/day trips and extra-curricular educational experiences.

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 2025-2026 and onward recognises a continued 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).

Planned expenditure and focus for Pupil Premium Vision and Strategy (2025-2028)

This aligns with the Education Endowment Foundation’s proposed ‘menu’ of strategic investment:

Areas of Focus:	Implemented Approaches:
High Quality Teaching	<p>Mentoring and coaching – The implementation of specific mentoring, coaching and supervision opportunities for all staff members, led through safeguarding and pastoral provision.</p> <p>Technology and resources – A focus on the implementation of the most up-to-date technology to deliver the most effective teaching and learning to pupils, as well as increase the efficiency and efficacy experienced by staff members.</p>
Targeted Academic Support	<p>Interventions to support language development, literacy and numeracy – With a specific focus on numeracy, there remains a necessity to focus on the small-group work that has been implemented as a result of earlier Pupil Premium intervention with the introduction of a numeracy tutor.</p> <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND – As in the ‘High quality teaching’ section’, there is a necessity to provide the most up-to-date technology to deliver the most effective learning, increasing engagement in all classrooms.</p>
Wider Strategies	<p>Communicating with and supporting parents – Further consideration of the involvement of parents. Again this is an area that was hit incredibly hard by Covid, increasing a perceived distance between home and school. Without being able to have regular, brief updates, anxiety surrounding the school day has increased.</p> <p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips – A key focus of the Covid catch-up planning for MHS, there is a recognition that pupils have missed some of the key experiences that they should have had in earlier years, and must no longer be disadvantaged by this.</p>

The above methods have remained in place for the school following the success of the Pupil Premium Strategy of 2022-2025.

Perceived Challenge:	Area of Focus:	Intended Outcomes:
Numeracy skills for disadvantaged pupils	Targeted academic support	Continue to improve numeracy and mathematics outcomes from KS3 through to KS4 and, where necessary, KS5. Progress

		commensurate with pupils who are non-disadvantaged.
Literacy skills for disadvantaged pupils	Targeted academic support	Use the direction of travel for numeracy for all disadvantaged pupils with a focus on literacy and subsequently, English. This followed review of GCSE outcomes in English, and specifically our disadvantaged pupils.
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).
Engagement in extra-curricular educational opportunities	Wider strategies	Ensure full inclusion on school residential trips and, where applicable, the extra-curricular programme to develop language and social communication. Including university visits/UCAS conventions.
Attendance rates	Wider strategies	Maintain focus on attendance for all disadvantaged pupils, again seeking to build on the 2% uplift from 2022-2025.
Parent engagement with disadvantaged pupils' learning	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.
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.

Intended activity for the time period 2025-2028:

Planned Expenditure - 2025-2028				
Aim and Objective:	Action/Approach :	Evidence and Rationale:	Review of Implementation:	Staff Lead:
Utility of engaging tools to deliver academic opportunities	<i>Additional focus afforded to transitional leads (Head of Junior Years and Head of Year 7) in order to support those</i>	<i>Small number of pupils who command PP funding will be moving from Year 6 into Year 7, this method will support that</i>	<i>Key involvement of transitional leads throughout the year in preparation for Trinity Term, providing opportunities to</i>	<i>Director of Pupil Progress.</i>

	<i>moving from Year 6 into Year 7.</i>	<i>transition and close the attainment gap which can be exacerbated at this stage.</i>	<i>experience different classroom environments prior to transition.</i> Ongoing review of progress.	
Focus on the social outcomes for pupils	Development of extra-curricular programming and social skills planning both before and during school.	PP pupils were <u>not</u> academically adversely affected by lockdown as a result of school input and access to resources, but were isolated with all other young people and will need support to continue to reintegrate, particularly with SEND.	Qualitative assessment of well-being through pastoral support mechanisms.	Form tutors and Heads of Year.
Engagement in extra-curricular educational opportunities <u>This is noted as a priority for parents through the PP exploration.</u>	Increase involvement in after-school activities, with potential subsidy for PP pupils and paid clubs.	PP pupils typically low in terms of uptake in after-school clubs and activities. Increase to improve cultural capital and opportunity.	Statistical analysis of PP pupils and access to clubs and activities.	Director of Extra-Curricular Education.
Attendance rates	Implementing the principles of good practice set out in the DfE's <i>Improving School Attendance</i> advice.	Significantly reduced levels of absence as a result of the research implemented for this piece.	Statistical analysis of absence rates for disadvantaged pupils.	Assistant Head (Pastoral) with support from School Office.
Parent engagement with disadvantaged pupils' learning	Parent sessions on academic support.	Specific sessions delivered to small groups of parents (year groups) to support an understanding of their son and their education.	Qualitative responses to work completed, although this is in its earliest stage, this implementation appears to have real impact.	Heads of Year.
Cultural capital for disadvantaged pupils <u>This is noted as a priority for parents through the PP exploration.</u>	Financial support for trips.	Ensures that all pupils are involved and included in academic and social/emotional excursions and opportunities.	Significant increase in involvement and attendance for flexi-Friday trips and Activity Week sign-up.	Assistant Head (Pastoral), Deputy Head (Curriculum), Director of Extra-Curricular Education.

Supervision, support, recruitment and retention of high quality staff members	Support for the training of staff members who are then able to implement said support.	‘Students with SEND have the greatest need for excellent teaching’ (EEF), this is not possible without support for those staff members moving forward, and improved self-efficacy in the work place.	Reduction in absence from staff members, as well as qualitative feedback following sessions and in practice.	Assistant Head (Pastoral), Head of Safeguarding.
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All Pupil Premium expenditure is based on information gleaned from parents in order to best support.

The impact review of Pupil Premium is completed following the year’s receipt of Pupil Premium monies, although our communication with Disadvantaged pupils and their families is ongoing, to ensure that the input received is appropriate.

All parents are invited to apply for Pupil Premium upon starting at the school, this is part of our Admissions process.

If you are reading this as a parent and you are without support, financial or otherwise, please do reach out to the school in the case that we can either support you directly, or guide you to appropriate resourcing.