



The More House School Pupil Premium Vision and Strategy 2022-2025:

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.

The Vision:

The three-year plan for the expenditure of Pupil Premium continues following the success of the expenditure across the previous three-year strategic period (2019-2022), and ultimately surrounds the following expectations. 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

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- 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.

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

In order 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

As a result of the ongoing Coronavirus pandemic, the vision of the expenditure of Pupil Premium more broadly considered the opportunities for development of English and mathematics, alongside catch-up opportunities provided as a result, to ensure that no pupil has been disadvantaged by the pandemic itself and school closure. Although there is less of a direct focus on this particular area for the planning from 2022-2025, we cannot discount the negative impact this has had, and how the challenges posed in the short-term are likely to influence pupils in the long-term. As such, this Strategy intends to consider how we tie these challenges into our planning and performance for the coming years, particularly as it is possible we have not seen the last of Covid-19.

Planned expenditure and focus for Pupil Premium Vision and Strategy (2022-2025)

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

Areas of Focus:	Implemented Approaches:
High Quality Teaching	Mentoring and coaching – The implementation of specific mentoring, coaching and supervision opportunities for all staff members, led through safeguarding and pastoral provision. Technology and resources – A focus on the implementation of the most up-to-date technology in order to deliver the most effective teaching and learning to pupils, as well as increase the efficiency and efficacy experienced by staff members.

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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>

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 disadvantages pupils, utilising engaging planning and implementation (recognition through observation and learning walks).
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. 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

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		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 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.
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.

Activity in this academic year:

Planned Expenditure – 2022-2023				
Aim and Objective:	Action/Approach:	Evidence and Rationale:	Review of Implementation:	Staff Lead:
Numeracy skills for disadvantaged pupils	Funding of additional numeracy tutor (continuation from previous expenditure, started in 2019), with a focus on PP pupils.	Quality First Teaching (QFT) is provided for pupils in small group settings, developing inclusion and understanding. Continuity is retained from previous year where PP students will have accessed this support.	Regular learning walks to experience the classroom environment alongside review and monitoring of pupil data produced on the School's Management Information System. Review on half-termly basis.	Director of Pupil Progress alongside Head of Mathematics

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		'Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium' (EEF)		
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>A number of pupils who command PP funding will be moving from Year 6 into Year 7, this method will support that transition and close the attainment gap which can be exacerbated at this stage.</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> Ongoing review of progress.	<i>Director of Pupil Progress and Head of Year 7.</i>
The influence of previous lockdowns 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	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.	Deputy Head (Pastoral) with support from School Office.

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Parent engagement with disadvantaged pupils' learning	Parent sessions on academic support.	Specific sessions delivered to small groups of parents 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	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.	Deputy 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.	Deputy Head (Pastoral), Head of Safeguarding.

Statement and review of 2021-2022 expenditure:

The period leading to the 2021-2022 academic year saw a focus on a range of areas which surrounded High quality teaching (develop numeracy support, provide revision opportunities and support), Targeted academic support (improve transitional support, development of visual resources, provide revision opportunities and support) and Wider strategies (develop careers guidance, increase cultural capital, psychotherapeutic counselling).

For certain areas, the engagement in actions and opportunities of this nature have been measurable. There has been an average shift for KS3 pupils who are considered disadvantaged improving their average progress grade by 0.38%, but importantly that their engagement has moved closer to the grades of either 'G' (good) or 'E' (excellent) when they had previously been 'U' (unsatisfactory) or 'G' (good) respectively. This improvement in engagement places us in a stronger position for pupils closing in on examination periods, particularly with an increased focus on the opportunities to access university funding based on English and mathematics grades, albeit suggested, currently. The engagement or 'effort' grades have also improved on a general level for pupils now having greater access to visual aids via the CleverTouch smartboard technology. In tandem, these interventions have had a recognisable impact on core areas of study.

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Specific transitional support from Year 6 into Year 7 has recognised a significant decrease in sanctions issued as a result of poor behaviour, for this cohort in comparison with the previous (down 4.6%). Similarly, revision opportunities and support have placed pupils in stronger positions leading into examination periods, with a consideration from staff being recognised in yearly reports, with access to support clubs being referenced in the reports of a significant proportion of our examination-age pupils. Alongside, careers guidance and opportunities have equally developed the opportunities for transition-age pupils who are further into their school careers, with more opportunities being provided. As with all 'leaver' age pupils, detailed in our More House School review, they are accessing Higher Education opportunities just as our non-disadvantaged pupils are.

Although somewhat difficult due to continued disruption to residential trips, particularly abroad, all of our disadvantaged pupils have attended all of the available extra-curricular trips this year, ensuring that no gap opens between them and their peers.

Finally, the investment into psychotherapeutic counselling, ultimately to bolster the team in place, has meant that a number of disadvantaged pupils have had access to a 'chance to talk' with a trained counsellor, seen as separate, in many respects, to the school. This has not been necessary for all pupils in this position, but for those who it is deemed have needed it, this has been offered and referred accordingly.

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