

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	The Marches School
Number of pupils in school	1465
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Pearson
Pupil premium lead	Dan Pritchard
Governor / Trustee lead	Vince Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218695
Recovery premium funding allocation this academic year	£32625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£251320

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. In professional discussions, staff training and CPD, we use the term **RADY students** when describing our disadvantaged pupils - this rebranding has allowed all staff to have a greater focus on these pupils- avoiding some negative connotations and confusion that came with previous labels.

Disadvantaged students will be at least proportionally represented in all aspects of school life. Both in the classroom and extra curricula. Our disadvantaged students will always be considered, the staff will adopt the phrase “**Golden Thread**” to act as a reminder. Disadvantaged students will be represented in planning for the curriculum and wider school offer- included being formally considered at all stages of the School Development Plan and Department Development Plans.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Teachers will be consistently and routinely challenged to ensure disadvantaged pupils are exposed to an enhanced experience in the classroom. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Following periods of missed learning due to Covid 19 and disadvantaged students being more negatively impacted we have included an extra level of support by appointing Learning Mentors. For the academic year 2020/21, we appointed three Learning Mentors who were able to provide bespoke support. For academic year 2021/22, we have recently appointed two Learning Mentors with the same target.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set, including those who are high banded in terms of minimum expected grades.
- act early to intervene at the point need is identified.
- adopt a whole school approach (the **golden thread**) in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations - Disadvantaged students generally have low levels of self-belief alongside low aspirations. They lack resilience and give up easily.
2	Poor attendance - Disadvantaged students (86%) had lower attendance than non-disadvantaged (91%) in 2021/22. More periods of missed learning leads to lower outcomes but also increases the negative issues around engagement.
3	Limited parental engagement/support - parents/carers of disadvantaged students engage less with the school and harder to reach. Attendance at parent events such as Parents Evenings is lower.
4	Lack of engagement in extra-curricular/wider life of the school - disadvantaged students participate less in extra-curricular clubs and groups. They are also less interested in accessing trips (COVID dependent).
5	Periods of missed learning - our disadvantaged students will generally be impacted more by the periods of missed/online learning as a result of COVID 19.
6	Social, emotional, mental health - our disadvantaged students are demonstrating more frequent and more serious issues with their mental health.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 and 5.	Achieve top quartile for progress made by disadvantaged pupils in similar schools.
Disadvantaged pupils have an enhanced experience in the classroom.	Student voice and teacher reviews demonstrate that disadvantaged pupils are planned for, sit in the most appropriate position in the classroom and receive an enhanced experience - including questioning, support and feedback.

Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Student voice and teacher feedback reflects that disadvantaged students are exposed to, and engage with ideas around how they learn. In 2021-22, this will be overtly seen in SMSC “Futures Weeks” and lessons.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Student voice reflects that the appropriate support is in place for those students who have challenges with their mental health. Days of absence linked to mental health are minimised. Learning Mentors to complete wellbeing style mentoring with vulnerable students.
Improve attendance of disadvantaged pupils.	Improve attendance of the disadvantaged cohort. Target is 95%.
Improved engagement of families, parents and carers. Including with transition at key points.	All disadvantaged students’ parents/carers engage with parent events - follow up plans in place where traditional attendance does not happen.
Disadvantaged students have raised aspirations. Including receiving high quality careers advice and guidance. KS2 grades are uplifted.	Disadvantaged students are ambitious and have received the appropriate advice relating to their future pathways. Minimum expected grades for these pupils are automatically uplifted.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £281811.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise staff time for CPD - including buying in the “Thinking Differently about Disadvantaged Pupils” from Challenge Education. Teachers and other staff members try strategies and share good practice.</p>	<p>Award winning CPD for school relating to improving the provision for disadvantaged pupils.</p> <p>https://challengingeducation.co.uk/testimonials/</p>	<p>1, 3, 5</p>
<p>Disadvantaged pupils have an enhanced experience in lessons - they sit in the most appropriate seat, are a focus of questioning, support and high-quality feedback.</p>		<p>1, 5</p>
<p>Metacognition/self regulation - Disadvantaged students are exposed to content and sessions relating to their own metacognition - specifically how they learn. In year 2021/22, this content is delivered through Futures Weeks (SMSC sessions).</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on Maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 6</p>
<p>Disadvantaged students are supported with their literacy - including reading school to develop reading skills</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	<p>1, 5</p>

and a whole school focus on spelling and grammar.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57670

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has appointed two Learning Mentors. Non-teaching staff who will run a range of mentoring - including academic, assertive, wellbeing and Future Pathways focussed. They will also develop relationships with parents/carers.	Mentoring/tutoring targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5, 6, 3
All disadvantaged students will be mentored by their form tutor. This will develop a positive relationship and therefore more bespoke interventions can be put in place.	+2 months of progress added according to Education Endowment Fund https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students will be encouraged to attend after school clubs and join a range of school teams and groups. Specifically in music, disadvantaged students	Extra-curricular programmes are shown to have a positive effect size of 0.4 on the Hattie Scale. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	4

will be given the opportunity to have music lessons with external tutors.		
The school will supplement the cost (or provide for free) a range of UK based and international trips to give disadvantaged pupils the opportunities to raise aspirations and experience different places and cultures.		1, 4
Careers advice and guidance - all disadvantaged pupils will be prioritised for careers interviews- they will be interviewed first and have more interviews than non-disadvantaged. Pupils will be aware of future pathways options which are appropriate but also ambitious for them.	Students provided with sound careers advice shown to have 0.38 effect size on Hattie Scale. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	1, 4
We will closely monitor and challenge incidents of low attendance for all disadvantaged pupils - following a process called 'Tutor Challenge' that gives tutors several steps to follow to challenge low attendance. This system can escalate to include intervention from the Attendance Officer and Education Welfare Officer where needed.	Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2

Total budgeted cost: £348698.25

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 2020 to 2021 academic year.

- Disadvantaged students were a priority for teachers and other staff. The new terminology adopted by the school, RADY and “Golden Thread”, have been a success in terms of keeping disadvantaged students in the forefront of staff’s mind. Enhanced provision is in place for disadvantaged pupils within the classroom - including them having the most appropriate seat, being a focus for questioning, support and feedback. In addition, the minimum expected (target) grades of all our disadvantaged pupils were uplifted from their KS2 scores.
- *In general, extra-curricular opportunities were minimised due to COVID 19 but where clubs and events were able to be held, our disadvantaged pupils were encouraged to attend.*
- *Our disadvantaged students were mentored by at least one member of staff, in some cases multiple members of staff. A focus of this mentoring was raising aspirations. All disadvantaged students also had access to two careers appointments with our school’s Careers Advisor.*
- Access to online resources was ensured for **all** our disadvantaged pupils- both in lockdowns and when school was running more normally.
- In terms of attendance there was a small gap (5%) in terms of disadvantaged pupils having lower attendance.
- In terms of attainment (centre assessed grades) there was a gap in terms of outcomes:
 - Average attainment 8 score for disadvantaged pupils: 4.41
 - Average attainment 8 score for non-disadvantaged pupils: 5.13
- In terms of the provision for our disadvantaged pupils during the various lockdowns, we were able to demonstrate success. All pupils had access and were given devices where necessary. Frequent checks were able to ensure that disadvantaged students were accessing the online learning and not falling behind their peers.
- The appointment of three Learning Mentors who were able to support both in terms of wellbeing and academic support had a wide range of positive, anecdotal impact:
 - Students’ mental health was supported and online mentoring continued.
 - Support with transition back into school, particularly for those students who have English as an additional language.

- Academic/assertive mentoring to support students in exam year groups through the process of assessments that made up their centre assessed grade.

Externally provided programmes

Programme	Provider
Thinking Differently for Disadvantaged Learners	Challenge Education

Further information (optional)

RADY “reps”- one member of staff from each department is given the role of representative for disadvantaged students. The group meet half-termly and share better practice and strategies for disadvantaged learners. They feedback to other members of their department about what they have seen/heard. They act as advocates for disadvantaged students and a reminder for all staff to keep this group of students as a top priority.