

Pupil Premium Strategy Statement – The Marches School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils during the last academic year.

School overview

Detail	Data
School Name	The Marches School
Number of pupils in school	1384
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year / years that our current pupil premium strategy plan covers <i>This plan is year 2 of 3.</i>	2023-24
Date this statement was published	Dec 23
Date on which it will be reviewed	Dec 24
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	£254,610
Recovery premium funding allocation this academic year	£69,522
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	NIL
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£324,132.

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** (Raising the Attainment of Disadvantaged Youngsters) 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. Disadvantaged students will be represented in planning for the curriculum and wider school offer - including being formally considered at all stages of the School Development Plan and Department Development plans.

Teaching (and other) staff will focus on the idea of “Equity not Equality”, making considerations for the needs of RADY students both inside the classroom and in the planning of the curriculum. This **adaptive** approach to teaching is proven to have the greatest impact on the attainment gap for disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment - not assumptions about the impact of disadvantage. We will be **precise and clear** about any intervention strategies. 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’re set, including those who are high banded in terms of minimum expected grades.
- act early to intervene at the point in which the need is identified
- adopt a whole school approach 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. Students are not engaged in their curriculum.
2	Poor attendance: disadvantaged students had lower attendance than non-disadvantaged in 2023. 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 are harder to reach. Attendance at parent events, like 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.
5	Social, emotional, mental health: our disadvantaged students are demonstrating more frequent and more serious issues with their mental health.
6	Home learning: pupils may have limited access to any online learning expected to take place at home. They may also have limited access to a suitable working environment at home.

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 KS3, KS4 and KS5.	Achieve top quartile for progress made by disadvantaged pupils in similar schools.
Disadvantaged pupils have an intervention both in class and outside of the classroom which is bespoke and tailored to their needs.	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. Feedback from Learning Walks also reflects this positive experience for disadvantaged students.
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 2023-24 this will also 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 student 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 doesn’t 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 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: £237588.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise staff time for CPD - including participating in the “Thinking Differently about Disadvantaged Pupils” from Challenge Education . Teachers and other staff members try strategies and share good practice	Award winning CPD for schools relating to improving the provision for disadvantaged pupils. https://challengingeducation.co.uk/testimonials/	1, 2, 3, 4, 5, 6
Improving outcomes for students in Maths Students’ needs are identified through baseline testing and classroom	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1, 6

<p>assessments whereby subsequent intervention is put in place to support all areas of progress.</p> <p>In KS3, these interventions include: a Catchup programme with Year 10 and 11 mentors, support from the two employed Learning Mentors and in class directed support and intervention.</p> <p>In KS4, interventions are carried out for small groups of students by the Learning Mentors during AM form. After school catch-up and directed intervention programmes occur for Year 11 students in AM form, alongside common areas for improvement from previous assessments being reflected upon on a rolling programme.</p>	<p>toolkit/within-class-attainment-grouping</p>	
<p>Improving outcomes for students in English</p> <p>Students' needs are identified through baseline testing, classroom assessments and LUCID testing whereby subsequent intervention is put in place to support all areas of progress.</p> <p>In KS3, these interventions include: a Phonics programme, GrammarWorks and Rollama. In KS4, interventions are carried out for small groups of students by the Learning Mentors and specialist English teachers during Academic Mentoring, Reading sessions and after school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,6</p>
<p>Adaptive teaching - teachers know their disadvantaged pupils well. They know what the disadvantaged pupils in their classes need more support with (based on precise data analysis)</p>	<p>Evidence shows that the most individualised feedback and instruction has impact.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>1, 5, 6</p>

<p>and the intervention in class is bespoke and tailored.</p> <p>All teaching staff will complete an Action Based Research Project as part of their appraisal process- all teachers will be challenged to consider their disadvantaged pupils as part of their project.</p>	<p>evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Disadvantaged students prioritised for:</p> <ul style="list-style-type: none"> • questioning • feedback (written and verbal) • seating plan • setting / streaming • praise - both in lessons but also contact with home to share examples of good work. 	<p>Evidence that high quality and feedback results in strong outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Limited evidence included for setting</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
<p>Disadvantaged students are supported with their literacy - including 'reading school' to develop reading skills and a whole school focus on spelling and grammar.</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>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes</p>	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £74226.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school has appointed a Learning Mentor: a non-teaching member of staff who will run a range of mentoring - including academic, assertive, wellbeing and Future Pathways focussed. They will also develop relationships with parents / carers.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5, 6
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 3, 4
<p>Support with exam preparation to include:</p> <ul style="list-style-type: none"> • Revision sessions after school for targeted students. • Provision made to ensure disadvantaged students have free access to all revision guides (books / booklets and online). 		2, 5
<p>Each department has a member of staff with responsibility for the disadvantaged students - this drives department specific interventions and is an item on all Department Development plans.</p>		1, 2, 3, 4, 5, 6

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

Budgeted cost: £12317.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition / self-regulation - disadvantaged students are exposed to content and sessions relating to their own metacognition, specifically how they learn. In year 2022/23 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, 5</p>
<p>Disadvantaged students will be encouraged to attend after-school clubs and join a range of the school's teams and groups. Specifically in music, disadvantaged students will be given the opportunity to have music lessons with external tutors.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 4</p>
<p>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.</p>		<p>1, 4</p>
<p>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.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf?v=1671042642</p>	<p>1</p>
<p>We will closely monitor and challenge incidents of low attendance for all disadvantaged pupils - following a process called</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>2</p>

<p>'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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	
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Total budgeted cost: £324,132

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-23 KS4 outcomes			
	Disadvantaged	Non-Disadvantaged	Gap
Average Attainment 8	3.43	4.27	-0.84
9-5 inc Eng and Maths	26.1%	37.6%	-11.5%
9-4 inc Eng and maths	47.8%	60.4%	-12.6%

2022-2023 Intended Outcome	Was the school successful?
Improved attainment among disadvantaged pupils across the curriculum at the end of KS3, KS4 and KS5.	<p>Although significant gaps still exist in attainment and progress, these gaps have narrowed in most subject areas since 2019.</p> <p>Disadvantaged students attaining English and Maths at a grade 5 or above has increased from 20.6% in 2022 to 26.1% in 2023.</p> <p>Disadvantaged students attaining English and Maths at a grade 4 or above has increased from 44% in 2022 to 47.8% in 2023.</p>
Disadvantaged pupils have an intervention both in class and outside of the classroom which is bespoke and tailored to their needs.	Teaching staff were able to identify and prioritise disadvantaged students for interventions in the classroom, for homework and for extra interventions like catch up sessions and mentoring work with the school's Learning Mentors. Internal Learning Walks and feedback from external visitors to the school, as well as the student voice shared that disadvantaged students

	recognised they are well supported in school.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	A whole school focus on metacognitive and self-regulatory skills was seen to be embedded, particularly in certain areas of the curriculum. Disadvantaged students exposed to significant resources and activities in this area.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Internal and externally collected student voice suggested students in general feel well supported with their wellbeing and mental health. The Pastoral Support Team and Learning Mentors were able to build relationships with students who were raised as a concern in terms of their well-being.
Improve attendance of disadvantaged pupils	Attendance of disadvantaged Students showing small improvements: Academic Year 22/23- 86.8%; this academic year 88.8%.
Improved engagement of families, parents and carers - including with transition at key points.	Disadvantaged students' parents / carers encouraged to attend all parent events, individualised invitation and follow up call if non-attendance.
Disadvantaged students have raised aspirations. Including receiving high quality careers advice and guidance. KS2 grades are uplifted.	Disadvantaged students in KS4 have all had at least one Careers interview. Disadvantaged students in Year 10 supported to find Work experience placement successfully.

Externally provided programmes

Programme	Provider
Thinking Differently for disadvantaged Learners	Challenge Education