

Pupil Premium Strategy Statement – The Marches School

This statement details our school's use of pupil 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 last academic year.

School overview

Detail	Data
Number of pupils in school	1391
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers <i>This plan is year 2 of 3.</i>	3 (this is Year 2)
Date this statement was published	31/12/24
Date on which it will be reviewed	11/11/25
Statement authorised by	Sally Wilmot
Pupil premium lead	Dan Pritchard
Governor / Trustee lead	Vince Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,450.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	n/a
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>	£277,450.00

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-curricular. 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.

All staff adopt and buy into our “Equity not Equality” approach and seek to offer the most bespoke support to disadvantaged children.

A key focus this year will be the literacy and oracy skills of disadvantaged students, particularly in KS3. We have made significant investments into interactive intervention packages to accelerate progress with literacy and Oracy, with evidence suggesting this can be a key driver to improving outcomes.

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:

- Support students to be able to access and engage with their work by improving their written, spoken and reading skills.
- 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 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	Poor Literacy and Oracy - disadvantaged students can have difficulty accessing the work because of lower reading age or may have difficulty engaging with tasks because they are weak at communicating either in writing or in verbal responses.
2	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.
3	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.
4	Limited parental engagement/support - parents/carers of disadvantaged students engage less with the school and harder to reach. Attendance at parent events, like parents evenings is lower.
5	Lack of engagement in extra-curricular/wider life of the school - disadvantaged students participate less in extra-curricular clubs and groups. Also they are less interested in accessing trips.
6	Social, emotional, mental health - our disadvantaged students are demonstrating more frequent and more serious issues with their mental health.
7	Home learning - pupils may have limited access to online learning which is expected to place at home. They may also have limited access 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 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.
Students' literacy and oracy skills improve.	Disadvantaged students have accelerated progress with reading age and are able to access and engage with their work.
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. Wellbeing leaders 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 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £210,906.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy - Lexonik Advance. It aims to improve students' phonological awareness, automaticity, vocabulary and comprehension.	Lexonik boast average reading gains of 27 months over the six-week period (ours will be lower than this until we are fluent in delivering the programme). The academic vocabulary encountered during the sessions ranges across the whole curriculum, including subject specific vocabulary, so students should see a benefit in all subject areas.	1

<p>Over the course of six weeks, students improve their phonological awareness by working with common syllable sounds, practising until they reach automaticity to aid reading accuracy and fluency. In parallel to this, students explore polysyllabic, academic vocabulary and are taught a methodology that supports the morphemic analysis of words, which can be applied independently when they need it most.</p>	<p>Independent Impact Evaluation Studies - Lexonik</p>	
<p>Improving outcomes for students in Maths.</p> <p>Students' needs are identified through baseline testing and classroom assessments whereby subsequent intervention is put in place to support all areas of progress.</p> <p>In KS3, these interventions include: Catchup programme with Years 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 catchup and directed intervention programme occurs for Year 11 students in AM form. Alongside common areas for improvement from previous assessments</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p>	

<p>being reflected upon on a rolling programme.</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: 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 afterschool.</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>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) 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 shows that the most individualised feedback and instruction has impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Disadvantaged students prioritised for -</p> <ul style="list-style-type: none"> • questioning 	<p>Evidence that high quality and feedback results in strong outcomes.</p>	

<ul style="list-style-type: none"> • feedback (written and verbal) • seating plan • setting/streaming • praise - both in lessons but also contact with home to share examples of good work. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Limited evidence included for setting: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Disadvantaged students are supported with their literacy - including reading school to develop reading skills and a whole school focus on spelling and grammar.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes	1

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

Budgeted cost: £54226.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions Mentoring EEF	1, 3, 4
Support with exam preparation to include: <ul style="list-style-type: none"> • Revision sessions after school for targeted students. 		2, 5

<ul style="list-style-type: none"> Provision made to ensure disadvantages students have free access to all revision guides (books/booklets and online). 		
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.		1, 2, 3, 4, 5, 6
“RadyPedia”- centralised, live document where key information about students is collected and shared. This includes information relating to personal interests as well as more specific academic strategies that staff have used successfully.	Mentoring EEF Social and emotional learning EEF	

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

Budgeted cost: £12317.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 5

through Futures Weeks (SMSC sessions).		
Disadvantaged students will be encouraged to attend afterschool clubs and join a range of the schools teams and groups. Specifically in Music, disadvantaged students will be given the opportunity to have Music lessons with external tutors.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4
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.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infographic.pdf?v=1671042642	1
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
Parental engagement - continue to prioritise sharing high quality	Parental engagement EEF	

<p>information, discussion and support with the families of disadvantaged students. Every effort made to ensure parental engagement with key events. Where this is not possible, the “Adopt a Student” strategy aims to fill in some of the actions we would expect a parent/carer to provide. E.g. attendance at parents’ evenings appointments and ensuring students are fully equipped.</p>		
--	--	--

Total budgeted cost: £ £277,450.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Disadvantaged	Non-Disadvantaged	Gap
Average Attainment 8 (22-23)	3.64 (3.43)	4.68 (4.27)	-1.04
9-5 inc Eng and Maths (%) (22-23)	28.9 (26.1)	49.8 (37.6)	-20.9
9-4 inc Eng and maths (%) (22-23)	36.8 (47.8)	68.7 (60.4)	-31.9

2023-2024 Intended Outcome	Was the school successful?
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	Some areas of success - improved Attainment 8 score by 0.21. The 9-5 inc English and Maths measure has also improved by 2.8% Gaps between disadvantaged and non-disadvantaged students still exist and are significant.
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 their "Adopted Parent" in school. Internal Learning Walks and feedback from external visitors to the

	school, as well as 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. Students were asked to reflect on their own metacognitive skills each week.
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 wellbeing.
Improve attendance of disadvantaged pupils.	The attendance of our disadvantaged students has remained very similar to the last academic year, 88%.
Improved engagement of families, parents and carers. Including with transition at key points.	Disadvantaged students' parents/carers encouraged to attend all parent events, individualised invitations and follow up call if non-attendance. Work is ongoing in this area.
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

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Thinking Differently for Disadvantaged Learners	Challenge Education

