

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	Marling School
Number of pupils in school	1209
Proportion (%) of pupil premium eligible pupils	2.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/23
Date this statement was published	Nov 2020
Date on which it will be reviewed	Oct 2021
Statement authorised by	Stuart Wilson
Pupil premium lead	Andy MacDonald
Governor / Trustee lead	Amanda Arrowsmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,605
Recovery premium funding allocation this academic year	£6000 + £503 for 16-19 Recovery
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	£36,108

Part A: Pupil premium strategy plan

Statement of intent

As the Department for Education advises school leaders, schools can respond to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels:

- *A whole-school approach promoting learning which sets high aspirations for all pupils. Raising aspirations is central to the ethos of Marling School. This applies to all students equally.*
- *Strategies to identify and support under-performing pupils (not just low attainers) The school carefully monitors the progress of all students. A nationally identified risk factor is the potential in schools with a lower proportion of disadvantaged pupils is for those students getting 'lost' in the system. To ensure they do not systems for monitoring progress foreground them and disadvantaged students are prioritised for individualised learning support*
- *Strategies specifically targeted at supporting pupils from disadvantaged backgrounds. Disadvantaged students are well known by the pastoral team. Barriers to learning and social inclusion are understood and support packages are put in place to overcome them.*

At Marling School we use the Educational Endowment Foundation (EEF) toolkit to support identification of the most effective use of Pupil Premium funding to ensure our disadvantaged students continue to achieve excellent results.

Disadvantaged students are well known by staff who provide for them as part of quality first teaching. At Marling this focuses on the areas identified by EEF as most effective, including but not limited to, assessment, metacognition and mastery.

The use of Pupil Premium Funding at Marling School is divided into the following categories:

- *Teaching & Learning*
- *Engagement, Support & Intervention*
- *Inclusion*

As per DfE guidance, the first two categories will likely focus on broader strategies that support a wider range of students. The third category will focus more on those students who directly qualify for Pupil Premium funding:

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Not all Pupil Premium students will experience all, or any, of these barriers; however, an effective Pupil Premium strategy will help overcome these challenges and ensure that all Pupil Premium students succeed

Challenge number	Detail of challenge
1	Lower levels of literacy and/or reading skills
2	Emotional and social wellbeing
3	Lower levels of educational stimulus outside of school
4	Lower levels of parental engagement
5	Aspirations for future education/careers
6	Affordability of key educational resources, equipment and clothing
7	Although achievement of disadvantaged students is excellent, and in line with other students, ensuring that no learning gaps develop remains an ongoing challenge.

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
To ensure that, where necessary, Pupil Premium students are supported to engage fully in reading, and other activities that support the development of literacy skills.	Data from the Literacy Coordinator shows no gap between PP students and the relevant whole cohort. Tracking data shows student progress in line with whole cohorts
To ensure that, where necessary, PP students' emotional and social wellbeing is effectively supported through the pastoral system.	Feedback from relevant students and parents is positive. Pastoral teams and associated staff provide evidence of support provided.
To ensure that PP students have free access to all educational visits that are aimed at full cohorts of students, as well as having financial support to access other visits and trips	Data shows that PP students have all accessed freely available trips. Audit trail shows that PP support fund for other trips has been widely used.
To ensure that, where necessary, parents are well supported through highly effective communication.	Parents' Evening data shows attendance of PP parents is in line with the whole cohort.

	Pastoral teams and associated staff provide evidence of support provided.
To ensure that Pupil Premium students have high quality CEIAG including, but not limited to, additional support in accessing careers talks, work experience opportunities and meetings with careers advisors.	Feedback from relevant students and parents is positive. Pastoral teams and associated staff provide evidence of support provided.
To provide a reasonable level of financial support for the provision of key resources and activities including, but not limited to, required technology, uniform, sports kit, extra-curricular activities.	'Marling Promise' is established that outlines, in detail, the level of financial support available. Data from Finance Team shows support is widely accessed. Monitoring strategies in place to track all support for all students
To ensure that achievement of disadvantaged students remains in line with the broader cohorts.	Exam and tracking data is indicative of consistent outcomes.

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: £ 10380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of educational applications, including, but not limited to, Hegarty Maths, Educake for Science and the Google Suite for Education</p>	<p>Google Suite in particular facilitates opportunities for collaborative approaches to learning (an average of 5 months positive impact), as well as providing opportunities for high quality for feedback on students' work (6 months of positive impact)</p> <p>Other applications facilitate the setting of high quality, personalised homework that can be readily assessed and fed back on (Homework, plus 5 months, feedback plus 6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>3,4,7</p>
<p>Purchase of software tools to facilitate home-school communication, including, but not limited to Edulink, Schoolcloud</p>	<p>EEF evidence indicates that effective use of homework as a Teaching & Learning tool has 5 months of impact on average, particularly on pupils in secondary schools.</p> <p>High quality feedback also has an average of 6 months of positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>4,7</p>

<p>Designated CPD time for effective approaches to collaborative learning, feedback and mastery learning</p>	<p>EEF evidence indicates that the biggest impact on student achievement is the quality of teaching and learning that they experience. Effective use of mastery based learning approaches has 5 months of impact on average, particularly on pupils in secondary schools. When well used, collaborative learning approaches also have a similar positive impact. Furthermore, high quality feedback also has an average of 6 months of positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Support TLR and remitted time for literacy coordinator 1 to 1 and small group intervention for identified students</p>	<p>Reading comprehension strategies can generate 6 months of positive impact, with small group tuition and mentoring adding 4 and 2 months of progress respectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,5,7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Targeted intervention sessions in English & Mathematics, including those 6th form students who are yet to achieve a GCSE grade 4 in English Language or Mathematics.	Small group tuition and mentoring add 4 and 2 months of progress respectively. Progress in English and Mathematics can also have a positive impact on related subject areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,4,5,7
Exam Support: Blue Caterpillar workshops Cognitive learning through revision skills workshops for GCSE course and exam preparation.	Provide students with the tools to plan and organise revision at GCSE. (Metacognition and self-regulation, 7 months of positive impact) To reduce stress and anxiety as a barrier to learning. (Social and emotional learning, 4 months of positive impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,5,7

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

Budgeted cost: £ 18284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishment of a TLR for a 'Student Groups Progress	As above, mentoring can have an impact of 2 months of progress, and effective parental engagement 4 months. Social	1,2,3,4,5,6,7

<p>Coordinator'. A key aspect of the role will be to provide a link between teachers, PP students and their parents, thereby ensuring that challenges identified are being addressed.</p>	<p>and emotional learning interventions can have 4 months of positive impact, on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Maintain capacity for inclusion by contributing to funding funding a second pastoral support worker and additional counselling services</p>	<p>Once again, social and emotional wellbeing, as well as high levels of parental engagement, can have the positive impact outlined above. Counselling and pastoral provision will support this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4,7
<p>Ensure that disadvantaged students receive additional levels of CEIAG support through 1-1 sessions with advisors, access to careers talks and additional support in accessing opportunities such as work experience.</p>	<p>To raise aspirations of disadvantaged and other students and to provide targeted and tailored careers guidance. This helps lead to social and emotional well being, and the evidence of impact for this and 1-1 support has already been outlined above</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,5
<p>To establish the concept of the 'Marling School Promise' that outlines in detail financial support available for key educational resources and activities including, but not limited to, technology, uniform, sports equipment, extra-curricular trips,</p>	<p>Ensuring that disadvantaged students are fully supported to feel included in all aspects of school life assists in the maintaining of social and emotional wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,3,5,7

private music tuition, Duke of Edinburgh's Award.		
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Total budgeted cost: £ 36108

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.

Due to a worldwide pandemic Y11 and Y13 students did not sit GCSE or A level exams respectively and were awarded Teacher Assessed Grades.

At GCSE the performance of Pupil Premium (PP) students was 50% grades 9 to 7, which was lower than 68% for non PP students, and 98% grades 9 to 5 which was higher than 97% for non PP students. The value added for PP students was -0.1 grades on average below target grade (which was based on KS2 prior performance) compared to +0.2 grades above average target grade for non PP students.

At A level the performance of PP students was 50% grades A* to A, which was the same as 50% for non PP students, 89% grades A* to B which was higher than 75% for non PP students and 100% grades A* to C which was higher than 92% for non PP students.

In-year group tracking for current non exam year groups indicates that:

For current Y8 (based on end of Y7 tracking) the performance of the 5 PP students is 24% on a trajectory towards a GCSE grade 9 to 8, compared to 22% for non PP students and 91% on a trajectory towards a GCSE grade 9 to 6, compared to 88% for non PP students.

For current Y9 (based on end of Y8 tracking) the performance of the 9 PP students is 11% on a trajectory towards a GCSE grade 9 to 8, compared to 20% for non PP students and 75% on a trajectory towards a GCSE grade 9 to 6, compared to 82% for non PP students.

For current Y10 (based on end of Y9 tracking) the performance of the 10 PP students is 43% on a trajectory towards a GCSE grade 9 to 8, compared to 26% for non PP students and 98% on a trajectory towards a GCSE grade 9 to 6, compared to 81% for non PP students.

For exam groups:

At GCSE, in-year group tracking for current year groups indicates that for Y11 the current performance of PP students is 62% grades 9 to 7, which is higher than 55% for non PP students, and 98% grades 9 to 5 which is higher than 87% for non PP students. The value added for PP students and non PP students is in line at 0.0 grades to target.

At A level, in-year tracking (taken at end of Y12) for current PP students is 43% grades A* to A, which is slightly lower than the 47% for non PP students, 77% grades A* to B which is higher than 76% for non PP students and 93% grades A* to C which is the same as the 93% for non PP students. The value added for PP students is currently -0.7 grades on average below target grade (which was based on GCSE prior performance) compared to -0.3 grades below average target grade for non PP students.

The data above reinforces our evaluation that, while there is some variability in performance, Pupil Premium students tend to perform at a level broadly in line with the overall cohort. Further to this we have identified two key areas that we feel needs to be addressed in the next cycle of our strategy:

- 1) While support for Pupil Premium students through the pastoral system is strong, we feel that this can be further improved by creating the role of 'Student Groups Progress Co-ordinator', who would provide a link between students, pastoral teams and SLT. This role would initially focus on the Pupil Premium cohort, before broadening to working with other groups of students, in response to the increasing diversity of our cohorts.
- 2) While there is a broad range of wider support and initiatives that Pupil Premium students have access to, the explicit, tangible support to ensure that such students feel fully included could be further developed. In response to this we will be working to develop the 'Marling School Promise' for Pupil Premium students, which will explicitly outline the resources and equipment that will be purchased automatically for this group of students.