

# Great Marlow School - Pupil premium strategy statement 2021/2022

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	Great Marlow
Number of pupils in school	1442 (total) 1152 (7-11)
Proportion (%) of pupil premium eligible pupils	17.4% 22.7%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kevin Ford, Headteacher
Pupil premium lead	Neil Maguire, Deputy Headteacher
Governor / Trustee lead	Andy Sinden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,180
Recovery premium funding allocation this academic year	£22,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,090

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum and to be compassionate, successful and resilient contributors that will create a better society. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and other students who have been significantly impacted by Covid. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students 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.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' 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	Attendance is a clear area of challenge, with 24% persistent absenteeism (2021 to date) for PP students vs 14% for non-PP. Attendance for PP students was 87% against a whole school figure of 92.8% (2021 to date)
2	The attainment gap between pupil premium students and others

3	Some disadvantaged students have low levels of literacy and numeracy which means they cannot access the curriculum and make the necessary progress
4	Our assessments, observations and discussions with students and families suggest that some disadvantaged students have been more affected by the school closures caused by COVID than their peers. These findings are backed up by several national studies. This has resulted in knowledge gaps, resulting in students falling further behind age-related expectations, especially in maths and english.
5	Lack of aspiration amongst some identified pupil premium families. A long history of lack of school engagement and therefore the priority of education is not high.  We are also aware from assessments, observations and discussions with students and families that have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged student, including their attainment.
6	Lack of organisational skills that require support

## 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 attendance of pupil premium students	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly
Improve the % of disadvantaged students achieving a grade 5+ in English and Maths To ensure disadvantaged students are well prepared for external examinations	Disadvantaged students achieving a 5 or more in English and Maths exceeds the National Average (24.9% 2019) and improves on GMS previous figure for all students (42.1% 2019).
To ensure that Disadvantaged students' literacy, numeracy and reading is at a level that means they can make good progress across the curriculum	Disadvantaged students can access the curriculum and make expected or exceed expected progress

<p>To ensure that disadvantaged students catch up on lost learning during school closures</p>	<p>Students achieve in line with their peers. Data identifies no gaps in knowledge or skills</p>
<p>To raise the aspirations and engagement of pupil premium students.</p>	<p>Pupil premium students go on to the most appropriate courses and employment. University and/or higher education is an aspiration for some pupil premium students</p>
<p>Improve organisational skills of pupil premium students</p>	<p>Pupil premium students arrive at school ready to learn and with the correct equipment to lessons</p>

## 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: £60,000 investment in LSA staffing, recruitment/retention, and whole school CDP programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational supplies. Interventions that are proven to be effective at closing the gap	Pupil premium students lack revision and reading material at home and therefore may not be able to revise effectively as a result	2, 3 and 5
CPD to support teacher development particularly engagement, curriculum and responsive teaching	Focus on quality first teaching for our students. Research shows that good teaching is the single most important factor in raising attainment of students especially disadvantaged students	2, 3, 4 and 5
Staffing costs (additional class in KS3)	Teaching has been shown to have one of the largest effects on pupil progress. Staffing costs also allow for dedicated staff posts regarding the use of the pupil premium	All of the above
Literacy and reading scheme for whole school	Students across the school will take place in a reading scheme. Research shows that levels of literacy are lower among pupil premium students, and this will help address this gap.	2, 3 and 5
Specific interventions students in Year 7	Students who arrive at secondary school lacking literacy and numeracy make less progress than other students	2, 3 and 5
Effective deployment of LSAs	Review role of LSAs within the classroom to ensure increased impact on learning. Ensure cross over between SEN and PP is understood and addressed	3, 4 and 5

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

Budgeted cost: £60,000 staffing costs, including PP Champion, additional English and Maths teaching time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up support for students affected by school closures.	One-to-one tuition has been shown to be very effective in reducing gap in learning and addressing lost learning from school closures Disadvantaged students who are off track are invited to attend and provided with specialist support in school time and after school and in holiday time	2, 3, 4 and 5
Academic trips	Pupil premium students may lack the cultural capital of their peers and so trips can help develop this in those students	1, 2 and 5
PP Tracking	PP champion to report at different points and share relevant information with HOD and DOL. Use tracking data to identify unmet needs and to put interventions in place	2, 3, 4 and 5

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

Budgeted cost: £70,000 invested in external services, counselling, financial support and SIMs activities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning breakfast club	Students who are disadvantaged will be offered a free breakfast every morning. This scheme has run for a number of years. As well as the nutritional benefit it is also a great source of support and help for students – observations and feedback from parents and carers is overwhelmingly positive	4, 5 and 6
Specific member of staff to oversee the pupil premium students	Evidence from in school feedback has shown that students view this positively and feel it helps support their school experience and their pastoral welfare. Also enables staff	All the above

	to get a better understanding of the students and the families from a key member of staff who is also part of the wider safeguarding team	
Laptops for students to access regarding the digital learning strategy	Students that have access to devices have no barriers to the new school digital learning strategy	4
School councillor intervention	Students' well-being and mental health has been adversely affected by lockdown and school closures. This can help support those students	4
Pastoral staff intervention	Students' well-being and mental health has been adversely affected by lockdown and school closures. This support has and can help them through a difficult period of schooling	1, 4 and 5
Careers guidance – identification and support for most needy students	Evidence from in school programmes has shown that students view this positively and feel it helps support their careers development and demonstrates skills such as CV writing and interview technique	5 and 6
Attendance strategies	School makes reasonable adjustments to try to encourage students with below expected levels of attendance. A specific member of staff analyses student attendance data on a regular basis	1
Educational Psychologist appointments	Educational psychology appointments can provide strategies to support teachers in engaging and helping students make progress	All of the above
Improving attendance at enrichment activities and access to cultural capital	Track student attendance at extra-curricular activities, try to encourage every disadvantaged child to participate in at least one enrichment activity	

**Total budgeted cost: £190,000**

## 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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Activity	Cost £	Rationale	Impact	Linked documents
Duke of Edinburgh award		D of E is an award which some students may not be able to access	Pupil Premium students to have the ability to participate	
Independent Advice, Careers guidance		Less-privileged students have more limited access to careers advice at school, are less likely to have completed professional work experience, and lack the number of social networks to learn about careers or access work	Pupil premium students get access to careers advice and guidance to help with the choices they make when they are at key points and also when they are due to leave school	

		experience opportunities		
Uniform		Uniform provided for students based on need. This is to ensure students are school ready and to make sure that they settle in and feel welcome and ready to learn	Significant impact this year as students and parents who were unable to purchase uniform during school closures and lockdown. The school were able to provide items and avoid students not having the correct uniform for PE or school	
Literacy and numeracy catch up		Students with low levels of literacy may not be able to access the curriculum. Students are able to apply literacy skills to help them develop. Disadvantaged students are nationally further behind with their reading	Students were assessed on their reading age and then groups were picked for intervention based on these results	
Music tuition		Students who may not otherwise be able to access music tuition are supported in order to do so due to its cost. EEF toolkit highlights the potential progress made by arts-based interventions being 2 months	Pupil Premium students to have the ability to participate	
Educational materials		Essential materials for certain subjects (Art, Food Tech, Resistant materials)	Pupil Premium students to have the ability to participate fully in the all-inclusive curriculum	

Morning Breakfast Club		Students who are disadvantaged will be offered a free breakfast every morning.	Nutritional benefit it is also a great source of support and help for students – observations and feedback from parents and carers is overwhelmingly positive	
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Educational psychologist	Everleaf

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services counsellor School Uniform Equipment
What was the impact of that spending on service pupil premium eligible pupils?	Emotional and social wellbeing throughout periods of school closure and also to support in the return to school.

**Further information (optional)**

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