

Great Marlow School - Pupil premium strategy statement 2023/2024

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) 1174 (7-11)
Proportion (%) of pupil premium eligible pupils	215 PP students – 18.3% of the school cohort
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kevin Ford, Headteacher
Pupil premium lead	Guy Pendlebury, Deputy Headteacher
Governor / Trustee lead	Andy Sinden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,096
Recovery premium funding allocation this academic year	£52,035
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	£235,131

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 disadvantage. The activity we have outlined in this statement is also intended to outline the high expectations that we have and support their needs, regardless of whether they are disadvantaged or not.

Getting the school culture right over a sustained period of time with high-quality teaching and learning, pastoral support and enrichment is at the heart of our approach, with a focus on positive relationships and developing 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 and reflective 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 all students, including disadvantaged are both challenged and included in appropriate learning activities across the curriculum
- intervention happens early, is sustained and happens across all aspects of the the curriculum. Specific points or areas may also be identified where intervention is required.
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of the outcomes both through the curriculum but also the wider curriculum that students can achieve.

Challenges

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

Challenge number	Detail of challenge
1	2022/2023 = PP attendance = 83.4% Non-PP = 90.7% (Persistent absence for PP in 2022/ 2023 was 13%) Attendance for PP students was 85.5% against a whole-school figure of 94.2% (2023/2024 to date)
2	The attainment gap between pupil premium students and others
3	Some disadvantaged students have low levels of literacy, oracy and numeracy which means they accessing and engaging in some aspects of the curriculum can be challenging and progress/ outcomes can as a result be impacted on. Focusing on ensuring that every moment in our school is an opportunity for language development and student progress.
4	Our assessments, observations and discussions with students and families suggest that some disadvantaged students are still affected by the school closures between 2020-2022. These findings are backed up by several national studies. This has resulted in knowledge gaps and dysfluency 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 in 2023/24 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	Disadvantaged students achieving a 5 or more in English and Maths exceeds the National Average

<p>achieving a grade 5+ in English and Maths</p> <p>To ensure disadvantaged students are well prepared for external examinations</p>	<p>(24.9% 2019) and improves on GMS previous figure for all students (37% - 2023).</p>
<p>To ensure that disadvantaged students' literacy numeracy and reading is at a level that means they can make good progress across the curriculum</p>	<p>Disadvantaged students can access the curriculum and make expected or exceed expected progress</p>
<p>To ensure that disadvantaged students catch up on lost learning and are equipped with the knowledge, skills and understanding to succeed</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: £80,000 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 and reducing the barriers to engagement both in and outside of the classroom	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. Establishing a whole school ethos that all students can achieve	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. Form group reading programme and subject specialist material to develop further language and literacy skills to ensure that more of the curriculum can be accessed.	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 for students in Year 7	Students who arrive at secondary school lacking literacy and numeracy	2, 3 and 5

	make less progress than other students	
Effective deployment of support (including 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: £78,000 staffing costs, including Pupil Premium Academic Lead, 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 and vocational 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: £75,131 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 are 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 members of staff (Pupil Premium Academic lead and Pupil Premium Co-ordinator) 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 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	All the above
Laptops for students to access regarding the digital learning strategy	Students that have access to devices have fewer barriers to accessing independent work outside of the school/ classroom environment	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
Pupil Premium Academic lead mentoring programme. 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: £235,131

Further information (optional)

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