

**Pupil premium strategy statement – Marple Hall 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1570 (248 PP)
Proportion (%) of pupil premium eligible pupils	15.82%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Joe Barker Headteacher
Pupil premium lead	Claire Gregory Deputy Headteacher
Governor	Paul Cavanagh Chair of Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,465
Recovery premium funding allocation this academic year	£33,120
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£296,585</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At the heart of everything we do is a drive for outstanding teaching and learning for all students. We aim to recruit and retain the absolute best staff so that we do not need to invest in interventions to compensate for poor teaching.

We invest time in reviewing our recruitment processes to ensure that new staff embody our values. Our CPD (Continuing Professional Development) offer for teachers, leaders and support staff is broad and varied. Outstanding teaching and learning is proven to have the greatest impact on closing the disadvantage attainment gap and equally will benefit the non-disadvantaged pupils in our school.

We want all students, without exception, to access an exciting and challenging curriculum which meets their needs, engages them in their learning and enables them to achieve the best that they can, without limitation. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve this goal and therefore to make progress at least in line with their peers

Our approach will be responsive to shared challenges and local and individual needs and based on robust diagnostic assessment. To ensure our strategy is effective we will:

- Move away from the traditional “Pupil Premium Champion” approach, where one member of staff is perceived to be responsible for the progress of PP students.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. Our school priorities of **A) Lifelong Literacy Strategy** **B) Attendance Strategy** **C) SEN (Special Educational Needs) Strategy** and **d) Curriculum Implementation Strategy** were all formulated with our disadvantaged students at the heart of them and the knowledge that if we improve outcomes for them, we will improve outcomes for everyone
- Regularly monitor the attendance, engagement, and progress of PP students from the beginning of Year 7 to identify any common or individual barriers at the earliest points.

A) **Our Lifelong Literacy plan** is an integral part of our pupil premium strategy, and it is built upon our goal of improving outcomes for disadvantaged students. As part of our universal offer, we ensure we have high quality teaching of vocabulary as standard within the curriculum and culture. Our high-quality teaching of reading has a disproportionate impact on students who do not come from vocabulary-rich backgrounds. Furthermore, we ensure disadvantaged students are provided

with set texts and are given regular opportunities to build their 'reading miles.' Moreover, we also have both a weekly 'Form Time Reading Programme' and a 'Library-Lesson Programme' to ensure our students are exposed to lots of high-quality texts and that teachers model fluent reading for them. We use reading age comprehension and phonics assessments to identify struggling readers, before using further diagnostic tests to identify the specific issue and provide targeted support. Our full-time Literacy Intervention Lead ensures that those Pupil Premium students who need it complete the right intervention. Our offer includes: 'Lexonik Leap' and 'Toe-By-Toe' to teach the phonic code; 'Lexonik Advance,' 'Better Reading' and 'Bedrock' to develop vocabulary and reading fluency. According to PISA (Programme for International Student Assessment) data [2018], at age 15 in England there is a gap equivalent of 8.5 years of schooling between the highest and lowest achieving 10% of readers. Early indications suggest that this gap has widened due to Covid. Our *Lifelong Literacy* initiative is designed to close this gap as much as possible for Pupil Premium, SEN and other disadvantaged students at Marple Hall School

- B) **Attendance** habits are below expectations in a number of our students. These habits were learned pre covid and have been ingrained and exacerbated post covid. Having an awareness of our PP students means that in our daily monitoring routine, PP students are prioritized in terms of action and interventions. Early interventions are in place to spot patterns of poor attendance due to broken weeks or repeated illnesses. Prompt contact is made with home to offer support and meetings with PP students and parents are priority to identify barriers. Our Community Attendance Liaison Officer prioritises our PP students for home visits and family intervention, acting as a main point of contact. We actively track PP attendance as a separate group and benchmark against national and regional figures. Pastoral Managers track attendance daily and contact home using a graduated approach. They use mental health stressors to help identify barriers. Any relevant information is always passed on to departments and form tutors for them to adjust any practice to meet the students' needs. Our Mental Health Team, Wellbeing Team, Medical Needs Officer, School Nurse, and external agencies are involved with individual students and families where appropriate. Our Attendance Strategy is designed to raise attendance for all students, which will help them to understand their lessons and give them more chance of success. Any PP student in Y7 who has no other form of intervention has access to one of five mentors. Having done an initial student voice session, mentors will drop into lessons and do 1:1 sessions or small group interventions depending on individual need. The aim is to identify issues early that might become a barrier to attending. Mentors have access to KS2 (Key Stage 2) data and receive regular weekly attendance updates. A further student voice activity later will measure and monitor attitudes and impact of the sessions

- **Our SEND students** are fully integrated into our community. We want them to achieve their full potential (academic, social, or emotional) and make a successful transition to adulthood. Driven by a moral purpose we believe that if we ‘get it right’ for SEND we ‘get it right’ for everyone. Approximately 30% of SEND students at MHS are also Pupil Premium. Our ambitious SEN action plan defines the level of excellence to which we aspire. Our teachers will design and regularly review an ambitious and varied curriculum, will have PP and SEND students at the forefront of their planning and will engage with the Resource Base to improve their practice. All our staff will always put PP and SEND students at the forefront of their decision making and will fully commit to the school’s inclusion agenda.

D) **Curriculum** development and its effective implementation is key in ensuring all students, irrespective of their background, receive a broad, rich, and balanced education. Our intention is to deliver an ambitious and inspiring curriculum which keeps alive our students’ natural love of learning. In every subject, literacy plays an integral role in learning, providing the foundation for the entire curriculum. As such, all staff recognise and share the responsibility for promoting literacy within their own subject area and across the school. Crucially, no student’s learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension. We deliver a curriculum which features an abundance of cultural capital, enabling all young people to develop a breadth of knowledge and skills to prepare them for a full and rich adult life. To complement our ambitious curriculum, our students also develop an understanding and appreciation of the Technologies, Humanities, Creative and Physical Arts alongside the core subjects. Background is no barrier to future learning and our appreciation of the world around us. High quality teaching, diagnostic assessment and a knowledge rich curriculum that supports the needs of all students will improve the outcomes of our most vulnerable learners. In addition, we teach and support our students to develop a range of skills to navigate learning and enrich their experiences beyond secondary school. If the curriculum meets the needs of the students, they will want to attend and so a broad curriculum, taught by experts will enable students to engage with their learning consistently.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy:</b> Our PP cohort arrives significantly behind their peers. For example, 63% of the Class of 2022 met the standard for Reading at KS2 compared with 81% of the whole cohort. This gap continues to widen as students progress through KS3 and KS4: according to PISA data [2018], at age 15 in England there is a gap equivalent of 8.5 years of schooling between the highest and lowest achieving 10% of readers. This gap is likely to have widened, due to Covid.</p>
2	<p><b>Attendance:</b> Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been approximately 7% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p> <p>Our assessments, including stressor tests, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack resilience and self-regulation strategies when faced with challenging tasks in lessons, with PP students being twice as likely to be suspended compared with their non-PP peers</p>
3	<p><b>SEND:</b> 30% of our SEN students are also PP students. Our observations and assessments suggest that these students are the most disadvantaged in school and likely to make the least progress and leave with few or no qualifications.</p> <p>Teacher referrals for support remain high. A significant number of disadvantaged students currently require additional support with social</p>

	and emotional needs, with some currently receiving 1:1 or small group interventions
4	<p><b>Curriculum:</b> Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.</p> <p>In terms of KS4 outcomes, there is a gap between disadvantaged students and their non-disadvantaged peers in several subjects.</p> <p>Many our Pupil Premium cohort have low aspirations. This affects their KS4 option choices, participation in extra-curricular or award schemes such as DofE and limiting their ambition.</p>
5	

## 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 literacy levels among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Reading age tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will also recognise this improvement through engagement in lessons.</li> <li>• Perceptions towards reading, including reading recreationally, change across the school community: there is an evident culture of reading across the school.</li> <li>• Book-borrowing data improves for our disadvantaged cohort from both our school library [The Hub] and our online library.</li> <li>• Intervention data provides evidence that phonological awareness and reading comprehension have improved for disadvantaged students identified to take part.</li> <li>• Teachers, when surveyed, express greater confidence on how to support our disadvantaged cohort post-interventions.</li> <li>• The reading skills of our disadvantaged students are developed enough to enable them to access external</li> </ul>

	examinations with success in Year 11 and to succeed beyond secondary school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and reduce persistent absenteeism.	<ul style="list-style-type: none"> <li>• Attendance improves for all cohorts</li> <li>• Persistent absenteeism reduces</li> <li>• Attendance gap between PP and whole cohort closes</li> </ul>
Improved outcomes for students who are both PP and have SEN.	<ul style="list-style-type: none"> <li>• Progress outcomes for SEND students above national figures</li> <li>• Attendance figures that are above national average</li> <li>• Suspension figures that are below national figures</li> <li>• Internal exclusion data that matches data for non-SEND students</li> <li>• Proportionate engagement with extra-curricular activities</li> <li>• All SEND students in EET when they leave MHS.</li> </ul>
Close achievement gap in English and Maths as well as increased percentage entry and success rate in EBacc subjects.	<p>Achieve national figures for Disadvantaged students that are in line with non-Disadvantaged students at both 4+ and 5+ English and Maths Basics</p> <p>A narrowing of average Progress 8 score between disadvantaged students and their non-disadvantaged peers</p> <p>Aspire to have 80%+ disadvantaged students entering for the English Baccalaureate</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.

### Wider Strategies

Budgeted cost: **£164,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>Attendance</b>		
Community Attendance Liaison officer to work with Pupil Premium students to improve attendance (70% of their time) embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	Staff will get training to develop and implement new procedures. A new attendance team has been appointed to improve attendance. The DfE (Department for Education) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  £15,050	2
Attendance strategic lead to support with post COVID attendance levels embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	Staff will get training to develop and implement new procedures. A new attendance team has been appointed to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  £18,917	2
Pastoral Support (70% allocated to PP students)  30% of time allocated to PP students is focussed on raising attendance. This includes contacting families, home visits, mentoring	£9,666	2
<b>Attendance Total</b>	43,663	
<b>Teaching and Targeted academic support</b>		
<b>Literacy</b>		
Dedicated whole school literacy lead, to embed our lifelong literacy plan and improve literacy among disadvantaged students	Internal staff survey data is used annually to measure the impact of initiatives led by the Literacy Lead, whose focus is to champion the importance of disciplinary literacy. The EEF guidance report into Literacy <a href="#">HERE</a> . stresses the importance training students to access the	1,3



	academic language of difference subjects.  £13,747	
Lexonik Subscription to support students with reading	Evaluation of the Lexonik data proves it has a significant impact on the reading skills of participants. The link to National Literacy Trust Evidence report is <a href="#">HERE</a>  £1,800	1,3
Additional Intervention programmes to support students with literacy and comprehension	Internal data and evaluation are used to monitor the progress of other interventions to ensure they are impactful.  £8,000	1,3
Laptops for students to access the curriculum	£2,000	1,3
Full time literacy intervention lead to ensure PP students complete the right intervention for them	The EEF Literacy guidance report <a href="#">HERE</a> demonstrates the importance of regular intervention sessions that are maintained over a sustained period and carefully timetabled to enable consistent delivery. It also stresses that interventions need to be delivered by fully trained, experienced staff.  £23,278	1,3
Librarian (75% of time) Leading of library lesson programme to ensure PP students are exposed to high quality texts	Evidence supports the importance of a school librarian to support students' motivation to read books recreationally at the right level and in fostering a school culture of reading. ['The Reading Mind' D. Willingham 2017.]  £23,064	1
<b>Literacy Total</b>	<b>£71,889</b>	

<p><b>Teaching and Targeted academic support</b></p> <p><b>SEN</b></p>		
<p>HLTAs to work with students (x3) (TAS)</p>	<p>Special Educational Needs in Mainstream Schools’ – EEF Report 2021. Recommendation 5:</p> <p>‘Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>£81,447</p>	<p>3</p>
<p>Inclusion and resources to enable students to access the curriculum (T)</p>	<p>Special Educational Needs in Mainstream Schools’ – EEF Report 2021. Recommendation 4:</p> <p>‘High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.’</p> <p>£7,500</p>	<p>3</p>
<p>TA (teaching assistants) to work with PP students within the high needs resource base (TAS)</p>	<p>‘Special Educational Needs in Mainstream Schools’ – EEF Report 2021. Recommendation 4:</p> <p><b>Specialist support.</b> In addition to <i>‘good teaching for pupils with SEN is</i></p>	<p>3,4</p>

	<i>good teaching for all,'</i> some pupils will need specialist intervention delivered by a trained professional.	
	£14,922	
<b>SEND Total</b>	£106,869	
<b>Teaching</b>		
<b>Curriculum Development</b>		
Cultural Capital Project introduced to enable PP students to develop a breadth of knowledge and skills	£7,000	4
Inclusion and resources to enable students to access the curriculum (art kits, food ingredients / revision guides)	£4,000	2,4
<b>Curriculum Development total</b>	£11,000	
<b>Wider Strategies and Targeted academic support</b>		
<b>Other</b>		
School counselling and wellbeing (WS)	EIF's report on adolescent mental health found good evidence that CBT (Cognitive Behavioural Therapy) interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a> £32,144	2,3
Tutoring to support PP students (TAS)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1,3,4

	<p>or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>£4,000</p>	
Art therapy (TAS)	<p>As above £1,800</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4
Drama Tuition (TAS)	<p>As above £2,500</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Music Tuition (TAS)	<p>As above £2,500</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Brilliant Club (TAS)	<p>£5,000</p> <p><a href="#">The Brilliant Club</a></p>	4
Contributions to residentials and school trips to ensure PP students can attend (WS)	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>£8,000</p>	2
Requests from parents for support for PP (Swimming lessons, music lessons etc) (WS)	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>£3,000</p>	2
Transport for students to access alternative provision (WS)	<p>£2,000</p>	2
<p>Pastoral Support (70% allocated to PP students)</p> <p>30% of time re behaviour</p> <p>30% of time re welfare (WS)</p>	<p>£19,332</p>	2

<b>Other total</b>	£80,276	
<b>TOTAL</b>	£313,697	



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

. Review of Impact - KS4 Data as of September 2017-2019 and 2022				
<b>Grade 4+ English and Maths</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>
Other	81%	81%	84%	87%
Disadvantaged	56%	61%	50%	55%
National Disadvantaged	43%	45%	45%	48%
<b>Grade 5+ English and Maths</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>
Other	59%	59%	63%	63%
Disadvantaged	34%	29%	32%	37%
National Disadvantaged	24%	25%	25%	29%
<b>Attainment 8</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>
Other	53.8	52.1	53.8	57.47
Disadvantaged	42.1	39.5	37.9	38.6
National Disadvantaged	41.1	38.5	36.7	37.5
<b>Progress 8</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>
Disadvantaged	-0.33	-0.60	-0.71	-0.46
National Disadvantaged	-0.38	-0.38	-0.45	-0.55

No data has been presented for 2020 and 2021, due to the cancellation of formal public exams and the use of CAGs/TAGs.

Academic outcomes for 2022 showed a significant improvement in the performance of disadvantaged learners at our school.

Furthermore, national, and local data shows that disadvantaged learners at Marple Hall School are performing better than similar cohorts elsewhere. We are not complacent and aim for there to be no gap between disadvantaged and non-disadvantaged in our school.

## Externally provided programmes

Programme	Provider

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