

Pupil premium strategy statement 2020/21

1. Summary information						
School	Murray Park School					
Academic Year	2020/21	Total PP funding received	£324,730	Date of most recent PP Review including financing figures.	January 2021	
Total number of pupils	1010	Total PP funding allocated	£554,177	Date for next internal review of this strategy	April 2021	
% PP Year 7 = 33.33%	% PP Year 8 = 38.01%	% PP Year 9 = 42.79%	% PP Year 10 = 36.15%	% PP Year 11 = 36.42%	% PP Whole School = 37.42%	

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Those PP pupils with SEN K face additional challenges. Work is being undertaken to embed appropriate adjustments in teaching materials/methods.
B.	PP lack the funds, from home, to access school as easily as other students. All pupils and parents/carers are made aware of the PP finance packages that are available to them. These finances are monitored via the PP lead and the finance team.
C.	Boys' progress - especially Pupil Premium boys - the culture of lethargy is improving as the culture of MP improves with students able to concentrate in class, due to much improved behaviour and a focus on an aspirational culture centred around our new Values of Perseverance, Respect, Independence, Dreams and Excellence.
External barriers	
D.	Attendance, PP attendance for 2019/2020 pre covid was 92.97%. Although this is an increase of 1.45% since 2019, we feel a higher percentage will improve outcomes further.

3. How these barriers will be broken down and how they will be measured

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Students with SEN K are given the access arrangements that they require to access the curriculum and examinations.	<ul style="list-style-type: none"> SEN K PP students reach P8 score of at least 0.1 in 2020 examinations. (outcome = -0.2)

	<p>Staff are given clear communication around the adaptations required for each child in their class.</p> <p>Using prior attainment data and pupil profiles, staff are able to plan lessons for SEND pupils more effectively. CPD is provided to share strategies for improving Assessment, Teaching and Learning for specific groups of SEN pupils, leading to better delivery and progress of pupils in lessons.</p>	
B	<p>A provision plan for Pupil Premium pupils is clearly outlined to all stakeholders. Funding is allocated to maximise progress for these pupils and monitored rigorously and this will involve reporting to Governors.</p> <p>The funding model is shared with staff, parents and pupils by senior management to raise awareness and to encourage access to the fund. Funding to include but not limited to purchasing uniform, equipment and educational trips.</p>	<ul style="list-style-type: none"> • A significant proportion (95%) of the PP funding package is accessed and used by pupils and parents. • 100% of departments have accessed the PP fund and used this money to tackle subject specific barriers.
C	<p>Training to be delivered to give clear strategies to classroom practitioners on focusing on delivering to PP boys. When looking at designing the curriculum and specific schemes of work, there is an emphasis placed on design with boys in mind. Mentoring programmes throughout year groups will make sure that they include pupil premium students as a priority. Focus on teaching engaging revision strategies to embed knowledge and skills into the pupils' long-term memories.</p>	<ul style="list-style-type: none"> • Minimal gap (no more than 0.2) between PP boys and non PP boys for KS4 for predicted P8. (estimated 2019 gap = 0.5) <p>2020 Cohort Gap = 0.46 2021 Cohort Predicted gap = 0.53 2021 Mock 1 Gap = 0.59</p>
D	<p>EXTERNAL BARRIERS</p> <p>Reduce the proportion of pupils, with an emphasis on the more vulnerable, that fail to regularly attend School. Improve the current curriculum model to enthuse PP students to attend school. Create links with industry and international links to broaden the horizons of PP students by giving experiences beyond their current lives. Extend the current monitoring systems to look in more detail at specific groups of pupils that fail to attend. The introduction of The Bridge and The Hub to tackle the issue of pupils who had previously failed to attend due to anxiety is crucial to some students' reintegration. Increase of awareness of the importance of attendance, including pupils taking collective responsibility in the form of inter tutor-group attendance competitions.</p>	<ul style="list-style-type: none"> • PP attendance figures to exceed previous year of 91.96%

i. Quality of teaching for all					
Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Clear leadership of the Pupil Premium Strategy.	Two members of the senior leadership team to have responsibility for the implementation of the strategy within their assigned key stage.	<p>Support targeted work with specific groups of pupils through mentoring programmes such as Mosaic and Rams.</p> <p>Through impactful QA, improve accountability for the work undertaken with PP students, to check interventions are robust and provide good value for money.</p> <p>To help PP students manage the budgets they have been allocated and ensure they are being given equality of opportunity through providing direct finance and use of IT in school.</p> <p>To ensure departments have access to the pupil premium fund and are</p>	<p>PP Review (external if available)</p> <p>Half termly data collection.</p> <p>QA of intervention.</p>	PG/GH – Monitored by NC	Termly at SLT and Governors

<p>Develop quality first teaching and assessment to support specific strategies, with a key focus on metacognition and retrieval practice, for groups within the Pupil Premium cohort.</p> <p>Ensure that Pupil Premium students are recognised in every classroom on seating plans.</p>	<p>INSET Days focused on Pupil Premium strategies. This is then shared and focused upon throughout the year via Teach Meets and Twilight INSETS.</p> <p>The profile of a 'Boys' strategy needs to be raised across all areas.</p> <p>CPD delivered on "Writing to explain" strategy by the English department to other departments</p> <p>Pupil Premium First approach in marking policy to ensure feedback is focused and clear.</p>	<p>Boys (especially pupil premium boys) were identified as a group that are not making enough progress. This has been communicated to staff via CPD.</p> <p>Strategies to support PP students and boys in particular have been added to the PM objectives for 2020-2021 for all staff.</p> <p>Lack of overall awareness of PP students and their needs.</p> <p>Through analysis of examination scripts it was apparent that across the curriculum pupils were struggling to access questions where the skill 'writing to explain' needed to be employed.</p> <p>Lack of assessment in previous years means students have been unable to understand how they are performing and how to improve.</p>	<p>Review of any INSET/Group delivery at an SLT Meeting.</p> <p>Objectives will be monitored through line management meetings and QA.</p> <p>Whole school QA on PP/SEND students to ensure support is put in place.</p> <p>Feedback from staff in terms of the CPD provided by the English Department. Further analysis of 'Writing to Explain' questions on examination scripts to check significantly improved access to questions and that improving in individual pupil scores.</p> <p>Implemented pre and post testing throughout subjects and year groups.</p> <p>Regular student voice to allow assessment of how students are progressing.</p>	<p>RB: Monitored by SW</p>	<p>Termly at joint SLT/HoY/HoD meetings.</p> <p>INSET evaluation at the end of November.</p> <p>Actions reviewed after PM observations and meetings.</p> <p>Review after each mock exam set for both Year 10 and Year 11 to assess impact of strategies.</p> <p>Review of marking to assess deliver of feedback.</p>
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<p>Improve identification of specific issues for PP students with all staff in order to develop specific support/intervention strategies.</p>	<p>PG to collate barriers to learning via pupil survey, whole school email and line management meetings.</p> <p>Finance tracking sheet set up to monitor financial support for each PP student.</p>	<p>Evidence shows that PP pupils have less access to necessary provisions, such as finances for trips, revision guides or stationary due to home circumstances.</p> <p>Different groups of pupils require different support.</p> <p>Tracking to be completed by Heads of Department so that issues arising can be dealt with immediately.</p>	<p>Through line management for the specific year groups.</p> <p>Through monitoring at each grade collection.</p> <p>Student survey/voice.</p>	<p>PG/GH Finance : Monitored by NC</p>	<p>Termly. Review PP Financial report (termly)</p>
<p>Raise the aspirations and engagement in lessons. With a clear link between lesson content and career opportunities.</p>	<p>Embedded Industrial Links with Toyota and Jurys Inn.</p> <p>Gatsby Benchmarks and CDI framework</p> <p>Aspiring Minds</p>	<p>Giving increase leadership opportunities to more vulnerable pupils increases confidence.</p> <p>Current aspirations practice sits outside the curriculum. By embedding within the curriculum (and staff PM objectives), students will be immersed in careers within the curriculum and will understand the pathways to their career goals.</p> <p>Providing clear career guidance, increases aspirations and supports pupils in wanting to improve progress.</p> <p>Aspiring minds program will help to create a positive mindset.</p> <p>Pupils are taught to face difficulties in concentration and be persistent</p>	<p>A strategic plan with Industrial partners that is revisited every half term to check impact and value for money.</p> <p>Pupil voice to feedback impact of aspirational programmes delivered. Heads of subject to embed Gatsby Benchmark principles and the CDI framework into curriculum.</p> <p>QA Programme through careers team.</p> <p>Whole school QA Programme.</p> <p>Careers Mark awarded in 2019.</p>	<p>TT + JWO: monitored by SW</p>	<p>Half termly at SLT.</p>

	External Speakers	<p>learners. This will help them to be more positive during examination periods.</p> <p>Targeted careers interviews, focussing on career aspirations and the grades required to achieve these goals, will raise the pupils' aspirations.</p> <p>Guest speakers to include but not limited to those assigned by DANCOP.</p>			
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ii. Targeted support

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Support the progress of SEN and LAP PP students through improved literacy and numeracy intervention strategies.</p>	<p>A provision map in place for all pupils with reading ages below their chronological ages.</p> <p>Numeracy interventions identified and monitored. (separate to catch up).</p> <p>Year 10 learning mentors who will help KS3 with numeracy and literacy.</p> <p>Train TAs/librarian/English teachers as applicable.</p>	<p>There are a number of pupils with reading ages below their chronological ages on entry.</p> <p>This results in problems accessing the curriculum. Lexia and Star Reader have been implemented and Accelerated Reader is now operational.</p> <p>Greater mastery of literacy and numeracy will improve confidence and help students gain access to larger parts of examination papers.</p>	<p>Tracking of strategies employed. Regular impact reporting and further intervention when no reported impact.</p> <p>A team of dedicated staff employed to rapidly improve levels – all good/outstanding teachers.</p> <p>Relocation of the Learning Support Department to work closer with the Bridge.</p>	<p>SHU: RS to monitor</p>	<p>Reviewed at HODS post grade collection reviews with NC.</p>
<p>Continue to reduce the numbers of PP pupils with exclusions and / or repeated isolation in the IEU. Make sure the correct provision is in place for all PP pupils.</p>	<p>Use ITM (Inclusion team meeting) for identification of issues and timely and appropriate intervention, review this information on a two weekly basis.</p> <p>Behaviour and Attendance Mentor work when a PP pupil is struggling to meet expectations.</p> <p>Increased supervision around the site at unstructured times.</p>	<p>Exclusions have reduced dramatically. Last year there were 33 fixed term exclusions in comparison to 80 the previous year. Up until March there has been 22 exclusions issued showing that reductions are continuing.</p> <p>A move to The Bridge/The Hub for assessment early before behaviour escalate ensures de-escalation. The correct provision is put into place to match pupils need.</p> <p>Increased supervision will stop potential issues at unstructured times and pupils</p>	<p>Exclusions for specific groups of pupils monitored weekly.</p> <p>Go4Schools data used to identify repeat offenders/specific issues weekly.</p> <p>Use of KPIs with HOYs weekly.</p> <p>Alternative Provision placements monitored on a weekly basis via reports and on a half termly basis via meetings with parents, providers and pupils.</p>	<p>Inclusion work TL/SHU. Behaviour work RS.</p>	<p>SLT half termly. Full review March 2021.</p> <p>AP reviewed fortnightly by NC/TL and SHU</p>

	The Bridge support (internal Alternative Provision) to be considered.	will be better placed to access the curriculum on returning to lessons.			
Increase the engagement levels of PP students in extra-curricular and extra study clubs i.e. C26.	Funding available for staff to increase number and quality of clubs offered. C26 to source funding.	By having a clear vision of potential career opportunities, Pupil Premium pupils can make informed decisions about the route ahead. Aim to increase motivation and engagement in the curriculum through additional support to access area pupils are struggling with.	PG to monitor provision through the bi-weekly Yr10/11 team meeting. SW to introduce and monitor extra-curricular participation registers as part of the widening participation and personal development agenda.	PG/GH/SW	
Increased numbers of PP students attending out of lesson opportunities eg educational/ aspirational trips	PP students offered 50% of each trip (up to £50/year). Raising the Grade visit.	Aspiring students will perform better in the classroom as they will be able to see the opportunities that are out there for them. This in turn aids engagement in school. Whilst on trips pupils and staff can build more positive working relationships and increase collaborative efforts.	SLT to monitor and approve trips to ensure quality control. Out of lesson opportunities to be included on the extra-curricular report and student voice panel.	PG + GH	Audit to be repeated termly.
iii. Other approaches					
Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance levels improve so that both overall attendance and persistent for pupil premium pupils	Emphasis on looking at Pupil Premium attendance. Rewards for any improvement,	Improved attendance for any groups of pupils but with a particular emphasis on vulnerable groups, will improve outcomes. Pupil Premium has to be the priority for any targeted intervention.	Monitored weekly by KPIs (Key Performance Indicators. Weekly meetings with HOY that focus on Pupil Premium attendance. Reported regularly to Governors through to PD,B&W committee)	RS	Review in March 2021

improves to be at least in line with the national average.	specifically Pupil Premium pupils The Attendance officer highlights and contacts when an issue with the attendance of a Pupil Premium pupil. Increased use of text messaging when sustained monitoring is required. Increase parental engagement. Transition to focus on Pupil Premium pupils and attendance Attendance review meetings for Pupil Premium pupils.	Open and regular communication with home is imperative to increasing parental engagement – this in turn helps to improve attendance			
Ensure PP students have minimal gaps in knowledge due to time off during Covid outbreak.	The use of diagnostic tests will inform the school of initial areas of need across all subjects.	Analysis and intervention to be introduced. Departments to create and implement a recovery curriculum. Catch-up plan to be created and implemented. (further details available).	QA of the analysis and intervention. QA of new medium/long term plans. Presented to SLT/Governors. This may also be subjected to an OFSTED monitoring visit.	PG/GH SW PG – Overseen by NC	HT2 Sept 2020 Half termly.
Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons	Students and parents are fully aware of financial support they are entitled to via assemblies and outreach to parents.	Equipment/uniform checks carried out by tutors highlighted some PP students were not fully prepared.	SLT Lead to monitor finance tracking and facilitate the resource programme alongside the finance team.	PG + HH	March 2020

with correct equipment	Up to £40 for uniform. Stationary, memory sticks (ESPO) and revision guides (CGP). Fully funded breakfast club open to all PP students.	Teaching staff highlighted the need for encrypted memory sticks to allow PP students to improve coursework. By providing these resources PP students are able to complete work to a higher level and have more pride in their personal presentation. Previous years have seen pupils stay off school until uniform issues (money) have been solved. Evidence shows that pupils who attend school having had a healthy breakfast have higher levels of concentration in class.	Check the borrowed uniform lists to ensure that PP students are accessing this provision.		
Ensure heads of Department are fully aware of the attainment of KS4 PP students and can plan interventions to maximise progress	PP Tracker – To facilitate discussions around individuals. PP Timeline – To create a department narrative.	The projected P8 gap for the 2020 cohort is 0.37.	PP trackers and outcomes are to be presented to SLT after each mock grade collections. Outcomes report to be presented to SLT post examinations	PG	Review 1 = Jan/Feb 20 Review 2 = March 20 Review 3 = May 20 Sept 19

Use of the Pupil Premium Grant in 2020/2021

Murray Park School has an allocation of £324,730 for the 2020/21 academic year. We received this money in regular instalments and these funds are in addition to the main school budget (the general annual grant).

2020/21 Finance Statement:

Pupil Premium is an additional grant given to students who:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £955
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,345
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2,345
- have parents/carers in the armed services, who face particular challenges £310

2020/21 Pupil Premium Funding	Budget £
EXPENDITURE	
Quality of Teaching & Learning	
Teaching Costs	210,469
Data Analysis/Data software packages	25,473
	235,942
Targeted Support	
Direct Support Staff for costs (Careers, Behaviour, support)	110,883
Educational Psychologist	5400
Alternative Provision – external	29430
Alternative Provision – internal	2182
Apps	3,535
	151,430
Other Approaches	
Attendance Intervention & Financial Assistance on Uniform/taxi	166,805
	166,805
Total Expenditure	£554,117
INCOME	
Income Received	£324,730

At Murray Park School we have developed several intervention strategies over a number of years, all of which are designed to support each individual student to achieve their full potential. We are proud that we have 'narrowed the gap' between different groups of students and aim to raise standards for all students by sustaining and enhancing performance and to develop the whole child.

Below is a list of strategies that we use to support students, the Pupil Premium funding contributes to them all.

Quality Teaching, Learning and Assessment:

Curriculum Support:

- Use of seating plans with tracking information and identification of all PP students for all staff to plan appropriate activities to support learning in lessons.
- Use of Go4schools to raise the profile of our PP/BOYS/SEND pupils. (These will be identified as “cornerstone” pupils and support case studies will be created to check needs are being met.
- Whole school feedback strategy to focus on detailed and level one feedback and marking across all subjects.
- Planned curriculum and specified differentiation to support the progress of students of all abilities.
- Coaching of staff identified in need of additional support re: reducing barriers to learning in the classroom.
- Gatsby Benchmarks are integrated into units of work and staff held accountable for delivery through performance management target 2.
- Use of TAs and support staff strategies in subjects across the curriculum to support students in all lesson areas.
- GCSE examinations were timed to start as late as possible to ensure punctual attendance of all students for the exam and a pre- examination briefing, for the paper which included breakfast / food and water to help focus and concentration.

Targeted support:

- Revision and enrichment sessions for students are held weekly throughout the year. Sessions are provided within the school day, evenings, Saturdays and during the holidays.
- Tuition is targeted at PP students in conjunction with the government catch plan. Including academic mentors through Teachfirst and additional tuition partners.
- Additional Maths and English focused support sessions during tutor period - with Maths and English teachers as Y10 and Y11 tutors.
- Boosters are held before and after school for all year groups. These are focussed on underperforming PP students who have gaps in knowledge or skills.
- Additional Learning – Commit Two Six - an additional hour of teacher input each day for identified students for core and option subjects (Y11). These taught sessions are delivered by subject specialists after the school day has officially ended and attendance is monitored.
- All students have access to Hegarty and MyMaths, an online resource used to set homework, review lesson outcomes and guide students through activities.
- External consultants and examiners from the awarding bodies are engaged in core subjects to support raising student attainment.
- Specialist literacy and numeracy support in Key Stage 3 and Key Stage 4 is provided by Mentors.
- Rams mentoring for identified KS4 target students by senior staff to support development of aspiration and student accountability.
- Mosaic Mentoring for identified year 9 pupils. This is ran by the Princes Trust.
- Internal mentoring offered to PP year 8 students.
- Run and Read led by our Aspirations, Careers and Employability (ACE) Co-ordinator and Behaviour Mentor supports some of our most vulnerable students by providing them with breakfast after an opportunity to run and increase their heart rate and adrenaline before reading and word games with opportunities for fun with literacy. This is focused within Y7 & Y8.

- Lexia Reading Programme and Accelerated Reading is used by the school to encourage students to improve their reading and literacy. Lexia Reading's interactive, educational software is helping students learn to read, and increase academic performance. The packages will initially be used with Key Stage 3 to support lifelong literacy.
- Key Stage 4/Year 9 students are used as volunteers to help work with Year 7 students who are struggling in Maths. This uses a programme called Numeracy Ninjas.

Review of 20/21 Pupil Premium Strategy

January 2021 (Data Point 1)

The progress gap of PP students in year 7, when compared to non-PP, is minimal at -0.03. This fractionally widens with year groups with year 8 at -0.13 with a similar gap increase at year 9 of -0.23. This gap increase is in line with the national picture; however, we are aiming to reduce these gaps even further. When comparing prediction vs target, our PP students in year 10 are currently -0.32 behind their targets, compared to -0.04 for non-pp peers. Although we recognise the gap is present this gap is relatively smaller than previous cohorts. Year 11 PP are -0.47 when comparing prediction vs target. We feel that this could be due to lost learning time during lockdown 1 and 2. We have now put in place a robust remote learning system with a support package to ensure all students, but particularly PP students, have access to the necessary provision. PP students will be prioritised for our whole-school catch up plan to further narrow these gaps.

Barrier A: SEND K – Using the Go4Schools calculator we are predicting SEND K to be -0.47. This is a significant forecasted improvement from the 2019//2020 figures. “Cornerstone” students (SEND and PP) have been prioritised to ensure they have access to provision for remote learning and are attending remote lessons. Research and student voice have led us to encourage teachers to record their lessons to support SEND learners.

Barrier B: PP Stakeholders. PP review will be shared with governors later in the year; however, the annual PP launch took place via assembly to the new cohort of students. Students in all year groups are accessing the provisions they are entitled to, including support with remote learning technology (including the purchase of 30 laptops in late January). When in school, students are accessing financial support for uniform, trips and lesson-based resources.

Barrier C: PP Boys. New initiative is being planned known as The 3Cs: Murray Park Mantra for Underachievement. This provides clear class-based strategies for teachers to use to tackle underachievement where the most impact can be had, in the classroom. Mosaic programme with the Prince's Trust established to target PP HPA boys.

Barrier D: Attendance. During the period of lockdown, a bespoke remote learning attendance system has been introduced and further analysis will be completed at the next review when there is sufficient data available. The pastoral, and senior team, are tracking attendance to remote learning daily and reacting swiftly where there are issues.

Review of 2019/20 Pupil Premium Strategy:

The overall P8 gap was 0.37, which was an improvement on previous years. The English P8 gap has reduced from 0.5 in 2019 to 0.3 in 2020 which is encouraging. 2020 Pupil Premium attainment at grade 4+ in English and Maths combined was 53.8%, this was an increase of 16.8% compared to 2019. The Maths P8 gap has reduced from 0.6 in 2019 to 0.4 in 2020; again, this is testament to the progress we are making as a school to close the gap.

Barrier A: SEND K - Unfortunately this barrier was not overcome. The P8 for pupil premium students with SEN K was -0.95 . Therefore we will keep this as a focus for our 2020/21 strategy. We feel that the partial school closure had an impact on this focus for improvement and therefore we will evaluate the SEND strategy accordingly.

Barrier B: PP Lack of provision - A significant proportion (95%) of the PP funding package was accessed and used by pupil premium students and their parents'. We are pleased to see attendance gaps for extra-curricular clubs by Summer Term reduce to 7%. The participation survey results were also a fantastic way for staff to discuss the benefits of extra-curricular clubs and to learn more about what our students are involved in and/or would like to do more of at Murray Park School. 100% of departments have accessed the PP fund and used this money to tackle subject specific barriers by providing appropriate provision. The KS4 outcomes are an indication that the funding is helping to close the attainment gap.

Barrier C: PP Boys' progress – The target of reducing the PP boys progress gap to 0.2 was not met. The gap based on CAGs was 0.48. Although this is just within our acceptable range as a school we have decided to keep this as a focus for our 2020/21. By doing so we will hopefully have more time to implement our plans for impact.

Barrier D – PP Attendance – The target of exceeding the previous PP cohort for attendance was met. The PP cohort saw an increase of 0.39% up until the partial school closures began. This is testament to our pastoral teams and the strategies deployed. We also feel that the growing positive culture and friendly atmosphere around school site and in lessons has led students being more positive towards attending school.

Please note: Due to Covid-19, all headline figures used in the above review are derived from centre assessed grades or government calculated grades.

Use of the Pupil Premium Grant in 2019/2020

Murray Park School has an allocation of £299,670 for the 2019/20 academic year. We received this money in regular instalments and these funds are in addition to the main school budget (the general annual grant).

Sept 2020

2019/20 Finance Statement:

Pupil Premium is an additional grant given to students who:

2019/20 Pupil Premium Funding	Budget £
EXPENDITURE	
Quality of Teaching & Learning	
Teaching Costs	127,602
Data Analysis/Data software packages	31,473
	159,075
Targeted Support	
Direct Support Staff for costs (Careers, Behaviour, support)	156,116
Educational Psychologist	4,105
Alternative Provision – external	34,342
Alternative Provision – internal	1,779
Apps	3,060
	199,402
Other Approaches	
Attendance Intervention & Financial Assistance on Uniform/taxi	129,488
	129,488
Total Expenditure	£487,965
INCOME	
Income Received	£299,670

Review of 2018/19 Pupil Premium Strategy:

During this year we saw the headline gaps between PP and non-PP students remain similar to the previous year. As the gap remains, we understand that the PP agenda remains high on our priorities list. However, it should be noted that gaps have been closing overall since the assistant head teacher was appointed to this role in 2017/18.

The overall P8 gap was 0.5, which was consistent with the gap in 2017/18. The English P8 gap sits at 0.5 which again is consistent to the previous year. The P8 gap for Maths is 0.6, however, overall attainment is up 11.6% in maths and therefore attainment across the board was greatly improved.

Although we have not managed to halve the gap in attainment as we set out, many positive steps have been made to build a positive cultural capital across the school. In terms of whole school attendance we made increases of 0.59% but greater improvements were made by the PP cohort who saw an increase of 1.45% since 2017/18. Whole school PP PA has dropped 14%. These positive steps forward will give the school a great foundation to work on. With greater levels of attendance the PP students can gain greater access to the strategies we have in place.

Another positive step we have made is with regards to the PP attendance to our extra-curricular programme. We now have an extra-curricular attendance gap of 8%, which is an improvement of 9% based on the 2018 audit. During this year we started to collate data linked to Pupil Premium students. The data collected this year will be used to assess the impact of the 2019/20 statement.

Our PP strategy was externally reviewed in June 2019. The assessor was able to highlight key areas for improvement and this enabled us to set our new targets for the 2019/20 PP strategy. These included the tightening of literacy and numeracy support in order to improve our PP SEN provision. The review highlighted the progress we have made at key stage 4, mainly with regards to PP tracking. Through student and staff interviews the assessor was able to confirm that the PP agenda was high on the priorities list for the school and that knowledge of the PP statement was high. PP students confirmed that there have been major improvements in behaviour at the school and that they feel safe.

Review of 2017/2018 Pupil Premium Strategy:

Our interpretation of the 2017/18 PP strategy is that we want the expenditure to be more explicit to pupils, parents and teachers. The 2017/18 strategy did not reduce the attendance gap significantly enough. Therefore a new target has been set to meet national averages overall, with the aim to halve the gap by Jan 2019. Although a member of the SLT team took responsibility for the PP programme we still felt that the issue is not explicit enough to all

Sept 2020

stakeholders. Identification processes, seating plans and data collection for PP was increased and in order to improve we would like to use the go4schools system to track cohorts throughout their time at Murray Park School.

Boys CPD was delivered through inset day to all staff, however, the impact of this strategy needs further tracking implemented to gauge effectiveness. Partnerships with Toyota, E4E and Jurys Inn were established. The E4E programme resulted in greater levels of progress than other in house mentoring programmes, therefore we would like to increase the numbers of PP students involved in 2018/19. Catch up and Lexia programmes were effectively used and will continue to be run in the next strategy, with greater levels of tracking to ensure funds are well invested.

The strategy has helped to reduce the number of referrals to the Internal Exclusion Unit by 20%. The 2018/19 strategy will include the set up of an alternative provision unit (internal). The PP vs Non PP extra curricular gap is still apparent, however, much less so in certain year groups (7+8). Truancy call was put in place and the PP vs Non PP gap for attendance was halved to just 2.9%.