

Pupil premium strategy statement

School overview

Metric	Data
School name	Murray Park School
Pupils in school	1084
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£378,125
Academic year or years covered by statement	2021/2022
Publish date	August 2021
Review date	July 2022
Statement authorised by	Nicola Caley - Headteacher
Pupil premium lead	George Hagen (KS3) and Philip Gregory (KS4) - Assistant Headteachers
Governor lead	Dr Paul Davies

Disadvantaged pupil performance overview for last academic year

Progress 8 (Teacher Assessed Grades)	-0.19
Ebacc entry (Teacher Assessed Grades)	30.2%
Attainment 8 (Teacher Assessed Grades)	36.17
Percentage of Grade 5+ in English and maths (Teacher Assessed Grades)	39%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0	August 2022
Attainment 8	39.95	August 2022
Percentage of Grade 5+ in English and maths	35%	August 2022
Ebacc entry	40%	August 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve the progress of pupil premium boys through high-quality teaching.
Priority 2	Improve the progress of pupil premium students with SEN K through high quality-teaching and support.
Barriers to learning these priorities address	Staff training.
Projected spending	£207, 851

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure the impact of covid-19 related school closures is mitigated on pupil-premium students through embedding a robust catch up programme.
Priority 2	To improve the reading ability of pupil-premium students in order to increase their attainment in all subjects.
Barriers to learning these priorities address	Availability of external tutors in required subjects for catch-up. Levels of parental support for reading.
Projected spending	£222,523

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure financial support is available for pupil-premium students to provide learning resources, trips and focussed interventions.
Priority 2	Improve the attendance of pupil-premium students through use of the School Welfare Officer.
Barriers to learning these priorities address	Engaging persistent absentees with the school to increase their attendance.
Projected spending	£139, 521

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring classroom staff have the appropriate skills and knowledge to focus on pupil-premium boys and SEN K students.	Continuous CPD throughout the year at INSET and TeachMeets. QA cycles to focus on pupil-premium boys and SEN K students.

Targeted support	Ensuring the external tutors provided by the National Tutoring programme are high-quality.	HODs to QA sessions and build strong relationships with tutoring agency.
Wider strategies	Engaging families who are reluctant to send their children to school.	School Welfare Officer to be proactive in building strong and meaningful relationships with these key families.

Review: last year's aims and outcomes (2020/21)

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 -0.48 behind their targets, compared to -0.13 for non-pp peers. The PP Vs non PP progress gap is 0.28, this is within an acceptable range with one year left for the cohort.

Year 11 PP are -0.26 when comparing prediction vs target. We feel that this could be due to lost learning time during lockdown 1 and 2. A robust remote learning system with a support package to ensure all students, but particularly PP students, had access to the necessary provision was put in place to reduce the progress figure by 0.21 from the cohorts previous year. The PP students in this cohort exceeded their FFT50 target for Grade 4+ English and Maths by 4.8%.

Barrier A: SEND K – Using the Go4Schools calculator we are predicting SEND K progress to be -0.40. 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 was shared with governors and 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.

Please note: Due to Covid-19, all headline figures used in the above review are derived from Teacher Assessed Grades at KS4 and our internal assessment system at KS3.