

## Pupil premium strategy statement

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	Murray Park School
Number of pupils in school	1084
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	Statement – 21/22 <a href="#">3 Year – 21/22-24/25</a>
Date this statement was published	18/10/21
Date on which it will be reviewed	July 2022
Statement authorised by	Nicola Caley - Headteacher
Pupil premium lead	George Hagen (KS3) and Philip Gregory (KS4) - Assistant Headteachers
Governor / Trustee lead	Dr Paul Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,675
Recovery premium funding allocation this academic year	£52,345
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	£415,020

# Part A: Pupil premium strategy plan

## Statement of intent

At Murray Park School our intention is for all students, regardless of their socio-economic background, to make excellent academic progress across our broad curriculum. Our approach to pupil premium is tiered, in line with the Education Endowment Foundation recommendations, to include targeted academic support, high-quality teaching and wider strategies.

Our focus for pupil premium students is to ensure that they have gained the skills, experiences and qualifications to enable them to successfully progress onto their next destination after year 11.

Our focus always remains on ensuring we deliver quality first teaching to every student in every lesson, with a focus on areas in which disadvantaged students require the most support. Effective teaching and learning strategies, when combined with a robust support package, are proven to have the greatest impact on closing the disadvantage gap.

We have identified, through our internal data and the use of EEF research, that disadvantaged students have been disproportionately affected by the partial school closures caused by the COVID 19 pandemic. The pandemic highlighted the digital divide for disadvantaged students, despite providing 25% of the school with a device for remote learning. Our strategy supports the whole-school focus on education recovery alongside a targeted tutoring programme, aimed particularly at disadvantaged students.

Reading and literacy is at the heart of our whole-school improvement strategy due to the impact this has on attainment. From regularly assessing reading ages and considering recent pertinent research, we have identified that disadvantaged students require further support in making accelerated progress with their reading, including academic reading and reading for pleasure.

Often, pupil premium families lack the financial means to fully support their children's education, and this can create barriers to learning. As a school, we ensure financial support is available to eradicate these barriers so students can make excellent progress.

The approaches to pupil premium are carefully selected based on our robust assessment model which does not make presumptions about disadvantaged students. The actions outlined in this strategy complement each other to enable our pupils to fulfil their potential. To ensure they are effective we will:

- Ensure disadvantaged pupils receive quality first teaching in every lesson.
- Teachers and leaders take early action where barriers to progress arise.
- Adopt a whole school approach where teachers are aware of and apply our pupil premium priorities.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading ages are disproportionately lower for disadvantaged students.</b>            Reading age tests indicate disadvantaged students are well below chronological age for reading. The following reading ages were recorded in May 2020: Year 8 – 9.3, Year 9 – 10.26, Year 10 – 10.88, Year 11 – 12.81.</p> <p>Research has shown that reading ability has deteriorated for students during the recent COVID-19 partial school closures.</p>
2	<p><b>Disadvantaged students do not always access the financial provision on offer.</b>            Our current pupil premium percentage is higher than the national average at approximately 35%. Historically, 58% of pupil premium students took advantage of our financial support packages in the year 2020/21. Prior to this, students had engagement with how their finances were spent.</p> <p>Although the profile of the finance provision was raised during 2020/21, there is still work to do to ensure students take advantage of the financial support available.</p>
3	<p><b>Outcomes of Pupil Premium boys.</b>            Nationally, attainment of boys is below that of girls. In 2019 (the last year of formal exams) our gap was 0.72. As a result, the progress of PP boys was made a whole-school priority which led to a closing gap in 2020 of 0.04 (CAGs) and in 2021 (TAGs) 0.24. Maintaining a minimal gap is a challenge when returning to formal exams.</p>
4	<p><b>Outcomes of Pupil Premium students with SEND K.</b>            Attainment 8 for PP students with SEND K has been lower than their non-PP SEND peers, in line with the national picture. In 2019 – 24.93, 2020 – 25.78 and a decrease in 2021 – 21.50.</p>
5	<p><b>Impact of COVID-19 related partial school closures.</b>            Through lockdown, it was noted that disadvantaged students often did not have the technological provision to access our full timetable of live lessons. We reacted quickly to provide in excess of 250 laptops.</p> <p>232 laptops were issued during lockdown 2. This included 56% going to PP students which indicates there is a significant digital divide.</p> <p>During lockdown our full timetable was moved online whereby students followed their usual timetable on Microsoft Teams. 52950 live lessons were attended cumulatively and 98% of students accessed online learning; however, on average, pupil premium students attended 19 hours less than their non-pp counterparts.</p>

## 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
Reading ages improve for pupil-premium students	<ul style="list-style-type: none"> <li>– Reading age tests take place 3 times per year to measure progress.</li> <li>– 75% of pupil premium students reach their chronological age for reading.</li> <li>– Daily reading takes place during tutor time.</li> <li>– Pupil premium students in KS3 are selected for the LEXIA intervention.</li> </ul>
Pupil premium students make use of the financial assistance package	<ul style="list-style-type: none"> <li>– 100% of pupil premium students make use of the financial assistance package.</li> <li>– Assembly to students and letters to parents written to promote use of the funds.</li> <li>– Finance department to regularly update on the progress towards this outcome.</li> </ul>
Improved outcomes for PP boys.	<ul style="list-style-type: none"> <li>– 2022 APS score improves from 2021.</li> <li>– Internal data at each data point shows a closing gap between PP SEND K students.</li> <li>– Literacy interventions are put in place with a focus on PP boys.</li> <li>– PP boys are prioritised for the catch-up programme.</li> </ul>
Improved outcomes for PP students with SEND K.	<ul style="list-style-type: none"> <li>– 2022 APS score improves from 2021.</li> <li>– Internal data at each data point shows a closing gap between PP SEND K students.</li> <li>– Literacy interventions are put in place with a focus on PP boys.</li> <li>– PP boys are prioritised for the catch-up programme.</li> </ul>
A rigorous catch-up strategy is implemented with a focus on pupil premium students.	<ul style="list-style-type: none"> <li>– 2022 APS score improves from 2021.</li> <li>– Internal data at each data point shows a closing gap between PP SEND K students.</li> <li>– Literacy interventions are put in place with a focus on PP students with SEND K.</li> <li>– PP students with SEND K are prioritised for the catch-up programme.</li> </ul>

## 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: £243,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the progress of pupil premium boys through quality first teaching.</p> <p>This will involve continuous CPD delivered through INSET and an on-going teach meet programme.</p> <p>CPD and Quality Assurance will focus on embedding the use of retrieval practice, high quality questioning, modelling and applied learning time.</p> <p>The effectiveness of these activities will be monitored using diagnostic testing and ongoing assessments.</p>	<p>According to the EEF High Quality teaching is the most cost-effective way of improving attainment. A focus on Rosenshine is at the forefront of our instructional delivery and this is embedded by our rolling CPD programme.</p> <p><a href="#">Click here to access Rosenshine report.</a></p> <p>To ensure that our CPD delivery is purposeful we have considered the EEF findings in the professional development report.</p> <p><a href="#">Click here to access the EEF report</a></p> <p>To ensure our teaching and learning strategies have the greatest impact we have adopted the Rosenshine principles.</p> <p><a href="#">Click here to access the Rosenshine principles of instruction</a></p> <p>Other research includes:</p> <p>Why working-class boys get left behind – <a href="#">Click here to access research</a></p> <p>The impact of well-being on boys' attainment – <a href="#">Click here to access research</a></p> <p>The use of diagnostic assessments – <a href="#">Click here to access the EEF report</a></p> <p>Education Inspection Framework Research - <a href="#">Click here to access the Ofsted research report</a></p>	<p>1,3 and 5.</p>
<p>Improve the progress of pupil premium students with SEN K through high quality teaching and support.</p>	<p>To ensure that we consider what factors can have impact on an attainment gap, we have consulted the following guidelines:</p> <p><a href="#">Click here to access to EEF report on the attainment gap</a></p>	<p>1,4 and 5</p>

<p>This will include the recruitment of an extra five Teaching Assistants, CPD and an external review of our Alternative Provision which provides support for a number of our SEN K students.</p> <p>CPD and Quality Assurance will focus on embedding the use of retrieval practice, high quality questioning, feedback and modelling and applied learning time.</p> <p>The effectiveness of these activities will be monitored using diagnostic testing and ongoing assessments.</p>	<p>To ensure that our Teaching Assistants are deployed to support our students with a view for greater impact (up to 4 months) we have considered the EEF findings.  <a href="#">Click here to access EEF report on teaching assistants</a></p> <p>To ensure our teaching and learning strategies have the greatest impact we have adopted the Rosenshine principles.  <a href="#">Click here to access the Rosenshine principles of instruction</a></p> <p>To ensure the feedback our students receive is purposeful our staff are encouraged to consider the findings of the EEF.  <a href="#">Click here to access EEF report on feedback</a></p>	
<p>CPD on literacy and reading.</p> <p>This will lead to a whole school reading programme called "Read to Achieve".</p>	<p>Research shows that reading strategies and oral language intervention has a significant impact on attainment, with up to six months progress. These findings are shared in the EEF teaching and learning toolkit.  <a href="#">Click here to access the EEF Teaching toolkit.</a></p> <p>We are implementing a daily reading programme for all year groups based on the findings of Kirsch who states that 15 minutes or more reading per day can give accelerated reading gains, particularly for readers at a lower stage.  <a href="#">Click here to access the DfE report on reading</a></p>	<p><b>1 and 5.</b></p>

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

Budgeted cost: £256,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that the impact of Covid-19 related school closures is mitigated on pupil-premium students through embedding a robust catch-up programme.</p> <p>This will include a recovery curriculum, small group/1-2-1 tuition, known as boosters, summer school programme and alternative provision where required.</p>	<p>The children's commissioner has identified that loss of learning has disproportionately affected disadvantaged students. Figures suggest disadvantaged students are 15-20 months behind where they should be. <a href="#">Click here to access the statement</a></p> <p>We are implementing small group tuition through school-led tutors and the National Tutoring Programme based on the EEF projection of making 4 months progress. <a href="#">Click here to access the EEF toolkit</a></p> <p>The school carried out a 1-week summer school for all incoming students. Progress from such provision can be up to 3 months based on projections from the EEF. <a href="#">Click here to access the EEF toolkit</a></p> <p>Heads of Department will evaluate, plan and deliver a recovery curriculum to ensure students gain the skills and understanding they need to reach their next destination. These ideas are explored in the think piece issued by Evidence for Learning. <a href="#">Click here to access the article</a></p>	<p>2,3,4 and 5.</p>
<p>To improve the reading ability of pupil premium students in order to increase their attainment in all subjects.</p> <p>The school will implement daily reading in tutor time, timetabled library lessons, reading interventions such as Lexia and a continued</p>	<p>Research shows that reading strategies and oral language intervention has a significant impact on attainment, with up to six month's progress. These findings are shared in the EEF teaching and learning toolkit. <a href="#">Click here to access the EEF Teaching toolkit.</a></p> <p>We are implementing a daily reading programme for all year groups based on the findings of Kirsch who states that 15 minutes or more reading per day can</p>	<p>1, 3,4 and 5.</p>

<p>focus on reading and literacy CPD for staff.</p> <p>The English department will continue to use the Accelerated Reader programme to track reading ages with three annual assessments.</p>	<p>give accelerated reading gains, particularly for readers at a lower stage.</p> <p><a href="#">Click here to access the DfE report on reading</a></p> <p>We are ensuring that our students gain access to a timetabled library-based lesson in order to encourage reading for pleasure. This is backed by the findings from an ongoing research project carried out by the Open University.</p> <p><a href="#">Click here to access the research.</a></p> <p>Funding for the Lexia programme will be maintained to ensure that our weakest readers gain the intervention they require to improve their reading ability.</p> <p><a href="#">Click here to access evidence based research</a></p> <p>The assessment feature on Accelerated Reader will be used three times a year to ensure that our strategies are having impact and so we can identify individuals who require greater support.</p> <p><a href="#">Click here to access evidence based research</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £155,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure financial support is available for pupil premium students to provide learning resources, trips and focussed interventions.</p> <p>Provide an extra-curricular fund which departments with low PP participation/outcome rates can invest to narrow the gap.</p>	<p>ASCL (Main 2018) states that children who are disadvantaged are 4.5 times more likely to have not eaten, 5.6 times more likely to have old or poorly fitting clothes, 5.2 times more likely to pretend to their family that they don't need something and 4.4 times more likely to miss out on social activities. As a school we wish to address these issues by removing financial burdens.</p> <p><a href="#">Click here to access the ASCL report</a></p> <p>We believe that focussed intervention including small group tuition will help to narrow our attainment gap and build disadvantaged student confidence in a variety of subjects.</p> <p><a href="#">Click here to access the EEF guide to small group tuition</a></p> <p>As disadvantaged students are 6.7 times more likely to pretend to their friends that they did not want to do something that costs money, we believe that a holistic approach should be adopted by the school when working with disadvantaged students. Social interaction with peers in a non-school environment through trips will help to boost self-confidence and ensure that students are happier and more engaged in their learning.</p> <p><a href="#">Click here to access the DfE report on supporting disadvantaged pupils</a></p> <p>We wish to make sure that finances are never a barrier to participation or positive outcomes; therefore, we will ensure that PP students have open access to all subjects and help to provide finances to support extra-curricular activities.</p> <p><a href="#">Click here to access the Education in England report</a></p>	<p>2 and 5</p>

<p>Improve the attendance of pupil premium students through use of the School Welfare Officer.</p> <p>Where travel is a barrier, we will provide transport or finances to ensure students outside of catchment can attend school on time.</p> <p>Investing in a pastoral team which has a focus on disadvantaged attendance students.</p>	<p>According to Attendance Matters, disadvantaged pupils are disproportionately more likely to fall into groups with the worst absence. Allocating pupil premium funds can be useful in breaking persistent resistance to good attendance. Therefore, we will invest time and resources into supporting PP students and their families to improve attendance to school.</p> <p><a href="#">Click here to access the AMM report on PP attendance strategies</a></p>	<p>1,2,3,4 and 5.</p>
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**Total budgeted cost: £655,103**

## 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.

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 disparities 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, particularly PP students, had access to the necessary provision was put in place to reduce the progress figure by 0.21 from the cohort's 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.** The PP review was shared with governors and the annual PP launch took place via an 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.** A new initiative was planned known as The 3Cs: Murray Park Mantra for Underachievement. This provides clear classroom-based strategies for teachers to use to tackle underachievement where the most impact can be had. The Mosaic programme run via the Prince's Trust is being 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.**

## 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
N/A	N/A

## Further information (optional)

### **Leadership of Pupil Premium**

Our pupil premium strategy is driven by several key staff in school. This includes:

- Assistant Headteachers for Achievement - overall accountability for the spending of pupil premium and progress of pupil premium students.
- Raising Achievement Leaders – accountability for each year group including the progress and attainment of pupil premium students.
- Head of Year – responsible for the wellbeing and behaviour of pupil premium students within their year group. This includes utilising support of mental health organisations such as Sound Minds and Kooth.
- School Welfare Officer – responsible for driving attendance of pupil premium students on a day-to-day basis.

### **Planning, Implementation and Evaluation**

Our pupil premium strategy makes up part of a 3-year plan. This ensures immediate priorities are addressed, alongside more longer-term barriers that our disadvantaged students face. We evaluated previous activities to determine which are most impactful to our students to ensure that they remain on the new statement.

We want to make sure our strategy remains responsive to the needs of our students so as a result we have commissioned a pupil premium review, with a DfE approved reviewer, to gain external perspective.

Research and evidence at the forefront of decisions around spending and implementation of pupil premium activities include the findings of: Education Endowment Foundation; Youth Endowment Fund; Association of School and College Leaders and Department for Education.

We have placed a robust framework in place for evaluating our approach to pupil premium, including being informed by our internal assessment, CATs testing, Fisher Family Trust and Accelerated Reader.

### **Additional Finances**

The School recognises that pupil premium strategy requires additional funds compared to what we actually receive. Therefore, we supplement the pupil premium and recovery pupil premium budget to ensure that we fully cater for the those in greatest need. This is in the sum of approximately £240,000.