3-year pupil premium strategy

SUMMARY INFORMATION – (AS OF 8.9.22)			
Pupil premium strategy	Murray Park School		
CURRENT PUPIL INFORMATION: 2022/2023			
Total number of pupils:	1111	Total pupil premium funding allocated: Total funding received:	£637,237 £404,410
Number of pupils eligible for pupil premium:	Year 7 – 84/231 (36%) Year 8 - 81/226 (36%) Year 9 - 68/220 (31%) Year 10 - 78/215 (36%) Year 11 - 84/219 (38%) **Total = 395/1107 (36%)**	Amount of pupil premium received per child:	£1613

CHARACTERISTIC	YEAR 7 (Co27)	YEAR 8 (Co26)	YEAR 9 (Co25)	YEAR 10 (Co24)	YEAR 11 (Co23)	WHOLE SCHOOL NUMBER IN GROUP	WHOLE SCHOOL PERCENTAGE OF GROUP
Boys	113	119	106	110	127	575	52%
Girls	118	107	114	105	92	536	48%
SEN K PP	85	52	48	36	36	257	23%
EHCP plan	5	5	4	4	8	26	2.3%
EAL	9 (4%)	20 (9%)	23 (11%)	47 (22%)	55 (25%)	154	14%

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Assessment data

CURRENT PROGRESS AND ATTAINMENT							
	Pupils eligible for pupil premium P8 score	Pupils not eligible for pupil premium P8 score	Whole school P8 score	Pupils eligible for pupil premium A8 score	Pupils not eligible for pupil premium A8 score	Whole school A8 score	National A8 score
2017-18	-0.9	-0.24	-0.45	31.3	42.04	38.4	46.5
2018-19	-1.04	-0.52	-0.7	31.3	43.13	39.8	46.7
2019-20 (figures from CAGs)	-0.03	0.43	0.3	40.34	48.86	46.33	N/A
2020-21 (*figures from TAGs)	-0.21	0.59	0.28	36.17	50.13	45.01	N/A
2021-22* (As 08.9.22)	-0.40	0.16	-0.05	39.00	48.00	45.00	TBC

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Priority 1: Improve the progress of pupil premium students with SEN K
Rationale: Attainment and progress of this focus group has been historically low at Murray Park. Students with SEN K PP face additional learning barriers which can further hamper their achievement at school if appropriate support is not in place. There are a significant number of students who are pupil premium and SEN K PP (approx 50% of all SEN K students are pupil-premium). In 2020 (CAGs) SEN K PP -0.95 and +0.09 for SEN K PP showing a gap of -1.04. Our 2022 results showed a marked improvement whole school, however, this focus group still requires further support with a progress 8 figure of -0.90. Nationally, pupil-premium and SEND students have an attainment gap of 22.0 compared to non-SEN students (source: EEF Attainment Gap Report).
Link to school improvement priority: Objective one, which is to ensure that achievement is above national average.

Priority 2: Ensuring financial support is available to pupil premium students
Rationale: Pupil premium lack the funds, from home, to access school as easily as other students. This is widely acknowledged nationally pupil premium families often lack the means to support students with revision maters, food, transport and clothing and this has been worsened due to the recent covid-19 pandemic, it is likely the effects of this will continue for the foreseeable future (source: Legatum Institute).
Link to school improvement priority: Objective three, improve the attendance to 96% and reduce persistent absence to 9%, and objective one to ensure that achievement is above national average.

Priority 3: Improve the progress of pupil premium boys.
Rationale: Achievement of pupil premium boys is lower than their non-pupil premium counterparts. In 2020 (CAGs) showed a progress gap of -0.46 between PP boys and non-PP boys, in 2022 the gap remains at -0.44. The achievement of pupil-premium boys is a nationally lower than their non-pupil premium counterparts (source: SSAT blog, National Association for Able Children in Education and TES Research)
Link to school improvement priority: Objective one, which is to ensure that achievement is above national average.

Priority 4: Improve the attendance of pupil-premium students
Rationale: Attendance of pupil-premium students has historically been lower than their non-pupil premium counterparts. In 2019/2020 (pre covid) pupil premium attendance was 92.97, although this was an increase of 1.45% from 2018/2019 it is still below the whole-school target of 96%. In 2021/22 our pupil premium attendance of 87.67% shows this should still remain a focus for the three year plan. It is widely acknowledged that the most effective progress with pupil premium students is made when they are in the classroom so by improving their attendance ensures pupil-premium students get maximized benefit of time with their teachers (source: EEF pupil-premium toolkit).
Link to school improvement priority: Objective three, improve the attendance to 96% and reduce persistent absence to 9%.

Priority 5: To ensure the impact of covid-19 related school closures is mitigated on pupil-premium students
Rationale: Students have been adversely effected in academic years 2019/2020 and 2020/2021 due to the national lockdowns and bubble closures. This has caused a gap in learning for all students, but particularly pupil-premium students who may have lacked the resources or support for home learning (source: EEF studies that measure the impact of school closures)
Link to school improvement priority: Objective one, which is to ensure that achievement is above national average.

Priority 1 - Improve the progress of pupil premium students with SEN K				
Objectives	**Success criteria**	**Actions to be taken**	**By whom**	**By when**
1. SEN K PP students make similar progress to non-SEN K PP students.	- At each data point the gap between progress of SEN K PP and non-SEN K PP students is minimal. - SEN K PP students reach a positive progress 8 score.	- SEN K PP students included in the data analysis documents. - Students to receive access arrangements required to access the curriculum and examinations. - Raise awareness of students who are PP/SEN K/Boys (cornerstone). - Regularly analyse data using our information management packages. - Contribute towards salaries of staff who support SEND and PP students.	GH/PG SHU PG	Each data point. Ongoing. Termly.
2. SEN K PP students have the same attendance to non-SEN K PP students.	- SEN K PP attendance to exceed previous year. - SEN K PP attendance to be in line with non SEN K PP students by 2024.	- Keyworkers allocated to priority SEN K PP students. - School welfare officer to be appointed to raise attendance across the school. - School welfare officer to liaise with stakeholders to raise the attendance of SEN K PP students.		Ongoing. April annually.
3. Teachers have a greater understanding of the pedagogy needed to teach SEN K PP students.	- SEN K PP students reach a positive progress 8 score. - Teachers self-evaluation of their ability to teach SEN K PP students is positive. - SEN K PP students are appropriately challenged and supported in lessons	- CPD provided to share strategies. - Training provided to NQT/PGCE students on teaching SEN K PP students. - Prior attainment data and profiles to be created using Go4Schools. - QA with SEN K focus.	SHU/NLY NLY GH/PG NLY	Termly Annually Ongoing Ongoing

Priority 2 - Ensuring financial support is available to pupil premium students				
Objectives	**Success criteria**	**Actions to be taken**	**By whom**	**By when**
Pupil-premium students and all stakeholders are clearly informed of the financial support package.	- A significant proportion (95%) of the PP funding package is accessed. - 100% of departments have accessed the PP fund. -	- Annual pupil-assembly delivered. - Communicate with parents of pupil-premium students. - Inform HODs of available funds. - Funding pots to be created by the finance team (uniform/trips/learning provision)	GH/PG RALs HH	Annually in September Annually in September Ongoing Ongoing
Pupil-premium students have equal access to extra-curricular activities i.e. clubs and trips.	- Percentage of clubs and trips attended by pupil-premium is in line with attendance of non pupil-premium peers.	- Staff to actively promote clubs and trips to pupil-premium students. - All trips to be discounted by £50 or 50% for pupil-premium students. - Where a pupil-premium student is not attending anything, intervention is taken.	Teaching staff HH RALs	
Pupil-premium students have access to small group tutoring.	- At least 50% of AM Boosters are for pupil-premium students. - Pupil-premium students attend their Boost sessions. - At least 80% of students involved in Boosters are pupil premium.	- HODs to nominate underachieving pupil-premium students for half-termly Boost sessions. - Set up a monitoring system for attendance to Boost sessions. - Track attendance of pupil-premium students to Boost sessions. - Review staffing capacity during registration periods each academic year. - Finance National Tutoring Programme from catch up funds.	HODs/GH GH/PG RALs GH/PG HH	Ongoing April annually Ongoing July annually

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PRIORITY 3 - Improve the progress of pupil premium boys.				
Objectives	**Success criteria**	**Actions to be taken**	**By whom**	**By when**
1. Improve reading ages of pupil-premium boys.	- Reading ages improve over a year compared to September starting points. - Reading ages improve to be in line with actual age.	- Implement whole tutor group reading. CPD provided for staff. - Implement accelerated reader across all year groups. - Implement reading boosters. - Implement Buddy Reading programme for all year groups. - In KS3 students are timetabled for one lesson in the library. - In KS4 students are timetabled every fortnight in the library.	GH/RATs RALs KM English Dept English Dept	September 21 September 21. Ongoing. September 21. September 21
2. Implement strategies to ensure that pupil premium boys develop a positive mindset towards their learning.	- Improved student voice outcomes for pupil-premium boys around aspirations. - Attendance to clubs, boosters and revision sessions is in line with non-pupil-premium students.	- Pupil-premium boys to be prioritized for mentoring - Raising Achievement Team to analyse research into effective methods of raising aspirations. - Utilise external partnerships such as Mosaic and DANCOP	HOY/RATs RALs HOY/RAL	Ongoing. June annually. Ongoing.
3. Improve the quality of teaching so that pupil-premium boys benefit.	- Progress of pupil-premium students is in line with their non-pupil premium counterparts. - Quality assurance graded green or above in the vast majority of lessons.	- Whole school focus on the non-negotiables of: questioning, learning journey, feedback, retrieval practice and challenge. - Quality assurance process includes focus on pupil-premium. - Quality assurance recheck in place for teachers who achieve below orange. - CPD to be delivered to key staff including ITT/NQTs. - Allocate funding as appropriate to staffing so that pupil-premium boys are supported.	NL HODs PG/GH	Launched May 2021 and ongoing.

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PRIORITY 4 - Improve the attendance of pupil-premium students.				
Objectives	**Success criteria**	**Actions to be taken**	**By whom**	**By when**
1. Make sure that pupil premium pupils are always considered the priority when considering attendance.	- Pupil premium attendance is always in line with national data,	- Raise the profile of the attendance of pupil premium pupils. - When considering data make sure that pupil premium pupils are considered as the priority. - In meetings where attendance is discussed, pupil premium pupils are always discussed.	RS, PB and AK.	On-going, at least in detail on a half termly basis.
2. Make sure there is targeted intervention when pupil premium pupils fall below 90%.	- Less pupil premium pupils below 90% and more in line with national data. - There are more pupil premium pupils represented in intervention work.	- Clear identification of pupil premium pupils' attendance. - When a pupil premium pupils attendance starts to fall towards 90% HOYs highlight this as a concern. - Quick intervention is put in place for any pupil premium pupil with attendance issues.	PB/RS HOYs AK	Weekly Weekly Fortnightly as a minimum.

	Objectives	Success criteria	Actions to be taken	By whom	By when
3.	More targeted intervention with families of pupil premium pupils, to raise awareness of the importance of attendance and work in partnership to address any concerns.	- Increased contact with families of pupil premium pupils. - Partnerships developed to work with families. - Attendance concerns addressed with families.	- Identification of pupil premium pupils with attendance concerns. - Contact with families of pupil premium families who have pupils with attendance concerns. - Work to break down the barriers to attendance, such as offering taxis. Support offered to the families.	PB/RS AK AK	Weekly Weekly Fortnightly as a minimum

PRIORITY 5 - To ensure the impact of covid-19 related school closures is mitigated on pupil-premium students					
Objectives		**Success criteria**	**Actions to be taken**	**By whom**	**By when**
1. Pupil-premium students are prioritised for all catch up pillars.		- At least 50% of AM Booster students are pupil premium. - At least 75% of National Tutoring Programme students are pupil premium. - Laptops provided to all pupil-premium students who require them.	- RALs to monitor and intervene where attendance to Boosters fall. - Prioritise pupil-premium students for NTP and AM Boosters. - Run summer school with specific marketing to pupil-premium students. - HoYs to submit long term laptop loans for pupil-premium students.	RAL HODs GH/PG/TFD HOY/LEAD	Ongoing Ongoing Sept annually May 21

2. Ensure pupil-premium students have minimal gaps in knowledge due to covid related absence	- All subjects complete diagnostic tests on return to school. - Gaps in progress have not increased due to covid related absence.	- Assessment data is used to inform curriculum planning and catch-up interventions. - Prioritise pupil-premium students for NTP and AM Boosters. - CPD on retrieval practice delivered to staff. - Prioritise KS4 pupil-premium attendance for Easter school.	Teaching staff HODs NLY PG	Sept annually Ongoing Half-termly Annually
3. Ensure catch-up funding is proportionately allocated to pupil-premium students.	- All pupil-premium students have access to high-quality online learning. - All pupil-premium students benefit from the allocation of catch up funding. - Pupil-premium students with greater gaps in knowledge and understanding receive additional catch-up tutoring.	- Laptops are purchased where required to ensure pupil-premium students have access to technology. - Purchase resources to aid delivery of online learning such as visualisers, headsets, stylus pens and microphones. - Deploy National Tutoring Programme in English, Maths, Science and MFL. - Allocate non-tutors to AM Booster programme which prioritises pupil-premium students.	GH/PG/LEAD GH/PG GH GH/PG	May 21 April 21 July 22 Annual review