

Pupil premium strategy statement – Murray Park Community 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	1,207
Proportion (%) of pupil premium eligible pupils	36.5%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nicola Caley, Headteacher
Pupil premium lead	Claire Moody
Governor / Trustee lead	Dr Paul Davies, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£453,325
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£453,325

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.

The approaches to our pupil premium are carefully selected based on our robust assessment model which does not make presumptions about disadvantaged students. Through various methods of assessments, including teacher and student voices, we are secure in our understanding of the barriers impacting the achievement of disadvantaged students at Murray Park. 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.

Our pupil premium strategy and objectives are wide and responsive to the individual challenges facing our disadvantaged students. As mentioned, we do not make presumptions about our disadvantaged learners and believe there is no “one size fits all” approach for supporting them. Our objectives are based on a cyclical review of research, internal reviews and current attainments and progress of our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Low reading and literacy attainment on beginning KS3. The average reading age of incoming KS3 students is below their expected chronological age. The data shows that pupil premium students, especially boys, have a lower reading age compared to their non-pupil premium counterparts. The average reading age for a Year 7

	<p>student is 10.36, whereas for pupil premium students it is 9.99 and 9.8 for pupil premium boys.</p>
2	<p>Issues relating to attendance. Our attendance data from the last two years indicates that attendance among disadvantaged pupils has been between 7-8% lower than for non-disadvantaged students. 41-43% of our persistently absent students are pupil premium. The overall attendance of disadvantaged students is below national average at 85%, compared to non-disadvantaged students at 92%. Research demonstrates a clear link between attendance and attainment outcomes at GCSE – students with 95% attendance and above achieve 0.7 of a grade higher in Attainment 8 and 0.21 higher in their Progress 8, compared to students with 90-95% attendance.</p>
3	<p>Students lacking a breadth of prior/wider knowledge. Through staff surveys and observations, disadvantaged students have been highlighted as struggling to engage in subjects due to a lack of cultural capital experience outside of school. For disadvantaged students, this lack of prior and wider knowledge to their studies prevents them from accessing fingertip knowledge of a subject. In addition to this, the number of pupil premium students engaging in extra-curricular clubs, experiences and trips is lower than their non-pupil premium peers, further contributing to this lack of wider knowledge and experience.</p>
4	<p>Effort and positive engagement in lessons. Feedback from students and staff indicates that many disadvantaged pupils lack self-regulation strategies and do not demonstrate effective learning behaviours and independence in their lessons. Effort levels comparing pupil-premium students and non-pupil premium students show a difference of 0.30. The average effort for non-pupil premium students is 2.60, whereas pupil premium effort is 3.00. In addition to this, pupil premium boys sit at an average of 3.01.</p>
5	<p>Lack of parental engagement. Through the tracking of attendance at information evenings and parents' evenings, the attendance of families with pupil-premium students was significantly below their non-pupil premium counterparts. Non-pupil premium families average a 72% attendance on Parents' Evening, compared to 58% for pupil-premium families.</p>
6	<p>Social and emotional issues facing learners. Our assessments 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 and attendance.</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
To ensure disadvantaged students make comparable progress to our other students.	<p>By the end of our current plan in 2024/25, 50% or more of our disadvantaged students enter the English Baccalaureate (EBacc), compared to last years entry of 47%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • An average attainment score of 4.0 • At least 30% achieving grade 5+ in English and Maths.
Improve the reading ages among disadvantaged KS3 students.	<p>Students upon entering KS3 to make progress with their reading age to closer match their chronological reading age.</p> <p>Students with the lowest reading ages within each year of KS3 to access intense reading interventions.</p>
<p>Improved metacognition and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>Embedding of oracy across the curriculum and providing opportunities for students to become proficient orators.</p>	<p>Teacher reports and year group effort data suggest disadvantaged students are more able to monitor and regulate their own learning. This finding will be supported by improved homework completion and effort rates across all classes and subjects.</p> <p>A whole-school approach to embedding oracy and ensuring students become proficient orators has been implemented. Staff CPD and departmental observations to reinforce this.</p>
Increase parental engagement and attendance at information evenings and events.	<p>By the end of our current plan in 2025/26, 90% of primary carers will have downloaded the Murray Park App.</p> <p>Figures for Parents' Evening and Information Evenings suggest that attendance for disadvantaged students and non-disadvantaged students is less than 10% difference.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustain high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • A decrease in referrals for anxiety and depression related concerns by the pastoral team. • Qualitative data from student voice, student, and parent surveys.
Improve the attendance and punctuality of pupil-premium students and reduce the number of persistent absentees.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of all pupils who are persistently absent being below 26%, to keep in-line with secondary average, and that disadvantaged pupils represent no more than 40% of that figure.

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: **£217,410**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing staff CPD and support from the Senior Leadership Team, particularly the Teaching and Learning Lead.</p> <p>This will be further supporting by the introduction of the WalkThru system that reflects various elements of metacognition strategies.</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching metacognitive strategies is an inexpensive method to help students become independent learners and think about the process of their learning more explicitly. These strategies can be used across the curriculum, but have been found to be particularly effective in maths and science.</p>	1, 4, 6
<p>Introduction of Pedagogy, Data and Curriculum meetings for departments to ensure that teachers can reflect and implement high-quality curriculums, opportunities for feedback and interventions.</p>	<p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence suggests that teacher feedback is crucial to student achievement, particularly for disadvantaged students. Allocation specific time for departments to reflect on their classroom practice and curriculum to benefit their learners is vital.</p>	1, 3, 4

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

Budgeted cost: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Online education platforms (Sparx Maths, Sparx Reader, Sparx Science and Language Nut) used for homework.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Investing in various online platforms to support with homework completion has been found to have a positive impact of 5+ months. These online platforms ensure accessibility and can be accessed from school, should students find that they cannot be completed at home.</p> <p>In Key Stage 3, 'The Core Four' is our homework policy for students, where they will get set 30 minutes of homework each week from Maths, English, Science and Languages to complete through the appropriate platform, this is then supported with subject specialist staff available at homework clubs to aid with completion and understanding.</p>	<p>2, 3</p>
<p>Continued implementation of a Read to Achieve programme across all tutor groups.</p> <p>All students will read an age-appropriate text three times a week as a tutor group. The tutor will lead using reciprocated reading strategies and various elements of reading comprehension strategies.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Developing these strategies enables learners to comprehend the meaning of what they read. For disadvantaged students, the evidence indicates that this approach has a positive impact on their understanding of texts and may begin to add an additional 6+ months for some students.</p>	<p>1, 2</p>
<p>Continued running of the Lexonik programme ran by Teaching Assistants in a small group setup.</p> <p>Students chosen for this intervention generally have reading ages of 9 or below and will take part in an intensive 3-month programme to raise their reading age.</p>	<p><u>Year 7</u> 79% of year 7's supported have increased their reading age by more than 12 months. 41% over 36 months.</p> <p><u>Year 8</u> 75% of year 8's supported have increased their reading age by more than 12 months. 40% over 36 months</p> <p><u>Year 9</u> 52% of students supported have increased their reading age by more than 36 months.</p> <p>Overall, out of 63 students supported so far, 68% have increased their reading age by more than 12 months.</p>	<p>1</p>
<p>Implementation of 1:1 peer tutoring programme focused on supporting progression for pupil-premium students in selected subjects, beginning with a trial in</p>	<p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring, on average, has a positive impact for the tutor and tutee. It has seen</p>	<p>1, 3, 6</p>

<p>Modern Foreign Languages.</p> <p>The tutoring will be led by Year 10 students and they will work with a mixture of Year 7 and Year 8 students. The sessions will be coordinated by department teachers and tutors will use specific tasks taken from approved workbooks.</p>	<p>to be the most beneficial when used to consolidate learning and support the review of prior learning.</p> <p>The approach is cost effective and can be delivered during school hours.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£170,915**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Welfare Officer to monitor attendance and lead attendance interventions half-termly with selected students.</p> <p>Administrative team to continue monitoring student punctuality and implementing consequences for lateness.</p>	<p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>School Welfare Officer has directed time specifically for the meeting of students and liaising with parents through on-site meetings and home visits. Fortnightly meetings to be held between School Welfare Officer, Head of Years and Assistant Headteacher for Safeguarding.</p> <p>Evidence suggests that establishing attendance interventions in conjunction with a pastoral and achievement perspective is more successfully in highlighting to root cause of absences.</p>	1, 2, 5
<p>Adoption of a new inclusive attendance strategy and a graduated response of support.</p>	<p>Introduction of a new 3-tier attendance monitoring system which prioritises early intervention that triggers after 10 days of absence.</p> <p>Introduction of 'Mindset Morning' to highlight the importance of attendance and its link to academic achievement. Inclusive language to be used when discussing attendance (use of days, not percentages) to make policies more parent/carer friendly. Funding is to be used to support parents in the community with equipment that can support early morning starts and preparations for school (e.g. alarm clocks, sufficient bedding etc.)</p>	1, 2, 5

	<p>Pastoral team to collectively track attendance and offer early interventions and contact home after 1-9 days of absence. Tiered approach will ensure that preventative measures are put in place before students become persistent absentees.</p>	
<p>Additional extra-curricular activities and initiatives aimed at increasing attendance and wellbeing, such as:</p> <ul style="list-style-type: none"> • Breakfast club • Year group rewards and incentives • School Parliament • Increased extra-curricular clubs on offer • Subsidising of music lessons for pupil premium students 	<p>School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence is very clear that additional initiatives open to all students, but in some cases targeted toward disadvantage students, are successful in increasing attainment. This is achieved through increased attendance, increased effort and effective implementation of positive learning behaviours.</p>	5, 6, 3, 2
<p>Continued engagement with parents and carers through the launch of the Murray Park App. This ensures all communication between school and home is from one platform and messages/notifications can be shared easily.</p> <p>Within new attendance policy, parents/carers will be invited to Coffee Mornings and Information Mornings to connect further with the school and establish effective support systems.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Through effective approaches to parental engagement, schools can mitigate some of the causes of educational disadvantage.</p>	6, 5, 4, 3

Total budgeted cost: £437,315

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outgoing Year 11 PP achieved a progress 8 score of -0.27 which is a significant improvement from -0.7 in 2023. Pupil Premium progress in all of the buckets has improved since 2023, PP students now sit at -0.3 in English and -0.2 in Maths, -0.2 in Ebacc and -0.3 in the Open bucket, these are significant increases from the 2023 cohort when they were around the -0.6 figure in all buckets. The 2024 cohort received a robust remote learning system with a support package to ensure all students, but particularly PP students was implemented during the start of the cohorts Key Stage 3 curriculum. All students had access to the necessary provisions to enable them to remain in contact with teachers throughout partial school closures or whilst isolating.

When comparing prediction vs target, our PP students in Year 11 are currently 0.6 below their targets, compared to 0.4 for non-pupil premium peers. In 2022/2023 the KS3 data showed we are maintaining the gap at a very low level in Year 7 and Year 9, on average below -0.3 when comparing all subjects.

In 2024/2025 Pupil Premium students in this cohort will receive further reading interventions, including a fully implemented Read to Achieve programme across all 5 years and extra maths interventions to support narrowing this gap. Further reading interventions such as Lexonik and Lexia will continue to prioritise Pupil Premium students. Beginning in 2025, a 1:1 peer tutoring scheme will begin which prioritises Pupil Premium students as the tutees, as well as ensuring Pupil Premium students are amongst the selection of tutors running on a half termly basis, with a different subject specific focus each half term.

Externally provided programmes

Programme	Provider
The Scholar's Programme	The Brilliant Club
Widening Outreach Programme	University of Derby