

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	1,280
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 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 comprehension and oracy skills 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 student is 10.36, whereas for pupil premium students it is 9.99 and 9.8

	for pupil premium boys. As part of the focus on oracy, all pupils, particularly those from disadvantaged backgrounds, lack opportunities to speak, rehearse, and reflect through structured talk.
2	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.
3	Access to curriculum knowledge and content inconsistent across categories of students. Through staff surveys and observations, areas of the curriculum require knowledge obtained from cultural capital experiences and exposure to the topics beyond school. For students who are categorised as disadvantaged, this lack of prior and wider knowledge to their studies impacts their full engagement with the curriculum and the 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.
4	Further development of metacognitive and regulation techniques used across the curriculum. 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. Further emphasis needs to be provided on how elements of these challenges can be mitigated through the explicit teaching of metacognitive thinking and developing regulation techniques for our learners.

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 students identified as pupil premium make comparable progress to	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%.

other categories of students.	2025/26 KS4 outcomes demonstrate that disadvantaged students achieve: • An average attainment score of 4.0 • At least 30% achieving grade 5+ in English and Maths.
Improve the reading ages, levels of reading comprehension and creating confident orators.	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum. This is evidenced by active participation in lessons (teacher and student voice), book scrutiny, improved reading ages and ongoing formative assessments across subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustain high levels of wellbeing by 2027/28 demonstrated by: • Qualitative data from student voice, student, and parent surveys. • An increase in students, particularly students identified as Pupil Premium, undertaking extra-curricular activities or attending trips.
Improve the attendance and punctuality of pupil-premium students and reduce the number of persistent absentees.	Sustained high attendance by 2027/28 demonstrated by: • 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
Continue to develop staff CPD with weekly Teach Meets focused on spotlighted areas of quality first teaching. This will be further supporting by the introduction of the WalkThru system that reflects various elements of metacognition strategies and structured	Metacognition and Self-Regulated Learning - Guidance report Education Endowment Foundation Page 14 https://sites.google.com/view/walkthrus/why/successful-cpd https://sites.google.com/view/walkthrus/learning-walkthrus/how-we-learn/self-regulation-metacognition	3, 4

approaches to elements of quality first teaching. 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. This meeting is time protected specifically for its intended purpose.	Metacognition – It's cheap and impactful! Aspirer Research School	
Ensure teachers continue to support student's oracy, language development and active participation by embedding high quality inclusive teaching practices. High quality training, support and instructional coaching focused on: • cold calling • think, pair, share • check for understanding	From Buzzword to Bedrock: Embedding Oral... Aspirer Research School How oracy education gives confidence and a... Aspirer Research School	1, 3

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
Continued our annual offering of Summer School for new Year 7 students.	Summer schools EEF	2, 3, 4
Continued running of the Lexonik programme ran by Teaching Assistants in a small group setup. 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.	Reading comprehension strategies EEF Teaching Assistant Interventions EEF https://sites.google.com/view/walkthrus/what/explaining-modelling/developing-reading-fluency	1, 4
Implementation of 1:1 peer tutoring programme focused on supporting progression for pupil-premium students in selected	Peer tutoring EEF (educationendowmentfoundation.org.uk) Peer tutoring, on average, has a positive	1, 3, 6

subjects, beginning with a trial in Modern Foreign Languages. 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.	impact for the tutor and tutee. It has seen to be the most beneficial when used to consolidate learning and support the review of prior learning. The approach is cost effective and can be delivered during school hours.	
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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
School Welfare Officer to monitor attendance and lead attendance interventions half-termly with selected students. Administrative team to continue monitoring student punctuality and implementing consequences for lateness.	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) Social and emotional learning EEF	1, 2, 5
Continued implementation of a Read to Achieve programme across all tutor groups. 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.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) https://sites.google.com/view/walkthrus/what/explaining-modelling/whole-class-reading-routines https://sites.google.com/view/walkthrus/what/curriculum-planning/building-a-culture-of-reading	1
Online education platforms (Sparx Maths, Sparx Reader, Sparx Science and Language Nut) used for homework. Sparx Reader specifically focuses on developing reading comprehension.	Reading comprehension strategies EEF Sparx Reader - A parent's guide to Sparx Reader	1, 2

Additional extra-curricular activities and initiatives aimed at increasing attendance and wellbeing, such as: • Breakfast club • Year group rewards and incentives • School Parliament • Increased extra-curricular clubs on offer • Subsidising of music lessons for pupil premium students	School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf (d2tic4wvo1iusb.cloudfront.net) Arts participation EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Year 11 Assertive Mentoring programme to target students who may receive free school meals. The mentoring provides structured goal-setting ahead of year 11 examinations.	Mentoring EEF Behaviour interventions EEF Aspiration interventions EEF	2, 3, 4

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 2025/2026 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. Continuing into 2025/26, the 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