

Pupil Premium Strategy Statement

Marshland High School

This statement details our school's use of Pupil Premium funding (and recovery premium for the 2021 to 2022 academic year) 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 spend had within our school.

School overview

Detail	Data
School name	Marshland High School
Number of pupils in school	841
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Craig Jansen, Headteacher Dan Hobbs, Trust Pupil Premium Lead
Pupil premium lead	David Saunders, Assistant Headteacher
Governor / Trustee lead	Gemma Standen, Vice Chair - Governor

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£175,255
Recovery Premium funding allocation this academic year	£24,070
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5,122,533 (GAG,PP+RP)

Part A: Pupil Premium Strategy Plan

Statement of intent

Marshland High School – School Characteristics:

- Prior attainment of our students is below that of other students nationally in reading, writing and mathematics. Consequently, the progress of some of these students is initially impeded, while gaps in literacy and numeracy are addressed. This challenge has been further heightened by the disruption to students' education caused by the C-19 pandemic.
- The achievement of the oldest students, as shown by KS4 progress data, is above the national expectations (2019 data).
- We receive students in Year 7 from over 25 feeder primary schools. We are a very popular school, and for the last three years have been significantly oversubscribed each new intake.
- The gender cohort differs significantly across some year groups but overall is generally in line with the national.
- The very large majority of students are of White British heritage and from these a significant number are from low-income families.
- The proportion of our students who are from disadvantaged backgrounds appears broadly in line with the national average. However, our school serves a geographic area where rural poverty is very high. Four of the lower layer super output areas (LSOAs) in Fenland are in the 10% most deprived nationally, all of which are in Wisbech. A significant proportion of our school cohort are from this area. The school LSOA is in the third income decile. Therefore, we estimate that a larger proportion of our students are from a socio-economic background only just above thresholds to claim FSM, suggesting there is a 'hidden' majority of our students who are disadvantaged in comparison to the national.
- 156 out of 507 students in years 9 to 11 are NEACO eligible students (31%).
- The proportion of our students who have SEN support is 17% (145 students) and is higher than the national average (12%). However, the proportion who have an education, health and care plan 3% (27 students) is in line with the national average (4%).
- 7 students are from the traveller community, approx. 1% of the cohort.
- School mobility is 7%.
- The school infrastructure and buildings are dated. Limited DfE funding secured for a capital infrastructure project that has improved some aspects of the school estate. The majority of school classrooms are significantly below the DfE recommendation of 60m². This restricts the flexibility of learning spaces.
- Access to alternative provision is extremely limited within West Norfolk. We actively work across two local authorities to establish AP for individual students where this may prove beneficial.

Our intention is that all students, irrespective of their background or circumstances make excellent progress across a broad range of subject areas, particularly in EBacc subjects. In addition, all students are supported to choose a suitable post 16 pathway to further their education.

High quality teaching and learning is at the heart of our strategy, with a particular emphasis on literacy skills especially developing students reading fluency by stage. Evidence suggests that this has the most significant impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

The focus of our Pupil Premium Strategy is to improve the attainment and life chances of disadvantaged children. We will consider the key challenges faced by vulnerable students in our community. Not only will our approach be responsive to key challenges and individual needs, it will also be rooted in robust diagnostic assessment. Assessment drives need, not assumption of disadvantaged students.

To ensure that the strategies we adopt are successful and positively impact the achievement of disadvantaged pupils, we will:

- Set up early intervention at the point need is identified.
- Challenge and raise expectations of staff and the community of what disadvantaged students can achieve with the right level of education and support.
- To encourage parents and carers to apply for Free School Meals where pride, stigma or changing circumstances act as barriers with an overall aim to increase parent engagement.
- Adopt a whole school ethos in which all staff take responsibility for disadvantaged student outcomes, including offering high quality pastoral care.

We recognise the impact that the global pandemic has had on all students and their families. This factor is considered throughout our approach.

Challenges

The key challenges to achievement identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p style="text-align: center;">Literacy</p> <p>As a school, prior attainment, reading and writing in year groups is either in line or below the national average. Due to the pandemic, there is no prior attainment data, however baseline data on entry highlights our Y7 and Y8 cohorts are below the national average.</p> <p>A suite of assessments including STAR testing and fluency assessments have demonstrated that we have a small number of struggling readers. A significant proportion of students are not yet reading at their age level.</p> <p>These issues have been exacerbated at MHS by the pandemic, where students have had limited access to reading material. We continue to develop our reading curriculum. Extended writing has also been identified as a challenge but strategies are in place to address this.</p>
2	<p style="text-align: center;">Self-Regulation</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. Student perseverance and passive engagement need challenging, where these fall short of expectations, in order to improve attainment and achievement.</p>
3	<p style="text-align: center;">Early Intervention</p> <p>Marshland's large number of feeder primaries makes transition work more challenging. On average Y7 students arrive with reading, writing and mathematical skills below that of other students nationally. Early diagnostic intervention to improve the attainment gap of all students is a priority.</p>
4	<p style="text-align: center;">Quality First Teaching</p> <p>We continue to strengthen and develop high quality teaching in all subject areas. We are prioritising the quality of feedback within lessons to improve students' knowledge. We also recognise the importance of the link between feedback and relationships. Students will accept and act on feedback if the relationship with their subject teacher is strong.</p> <p>We prioritise the consistency with which teachers develop relationships between student, staff and parents.</p>
5	<p style="text-align: center;">Attendance</p> <p>Historically, MHS attendance is typically lower and persistent absence higher, than the national average, reflecting attendance behaviours within feeder primary schools and across West Norfolk. CV19 has been a causal factor in rates falling further in the 2020-2021 academic year.</p> <p>The most recent figures available for Norfolk are from academic year 2018-2019. Norfolk attendance was 94% with a PA figure of 15.6%. Data for 2019-20 not published due to CV19.</p>

Intended outcomes

The outcomes we are aiming to achieve by the end of our current strategy plan with measures to analyse achievement.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils across the curriculum, by the end of KS4, with a clear focus on EBacc subjects.</p> <p>To increase the number of disadvantaged students' studying A levels or equivalent</p>	<p>By the end of our current plan in 2024/25, more disadvantaged students will enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non-disadvantaged peers.</p> <p>In 2024/25, more of our disadvantaged students will continue their education onto A Levels or equivalent.</p>
<p>Improved reading comprehension and oral language among disadvantaged pupils across KS3.</p>	<p>Improving literacy will improve outcomes. By 2024/25, disadvantaged pupils will achieve in line with their non-disadvantaged peers.</p> <p>Disadvantaged students will improve their reading to achieve in line with their peers as measured by their access reading tests (for all students at KS3 and for selected students at KS4, based on need).</p>
<p>Further strengthen the quality of teaching across the school.</p>	<p>Learning walks, student voice and subject deep dives will show a further strengthening of the quality of teaching.</p> <p>GCSE results by 2025 show an improving trend in achievement for all students and progress toward eliminating the gap between disadvantaged and non-disadvantaged students.</p>
<p>Diagnostic literacy assessments in KS3 to identify students for early intervention leading to improvements in their attainment and achievement.</p>	<p>Students with literacy needs will be identified in KS3 for early intervention.</p> <p>These interventions will demonstrate improvements to reading fluency and written work when compared to peers.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding will be supported by assessment and teacher feedback of student work.</p> <p>The tracking of behaviour consequences, including fixed term exclusions will show progress towards eliminating the gap between disadvantaged students and non-disadvantaged students' negative behaviours (as shown by the consequence system).</p>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all students showing significant progress toward eliminating the gap between disadvantaged pupils and their non-disadvantaged peers. • The percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being in line with their non-disadvantaged peers.

Activity in this academic year

Details of how we intend to spend our Pupil Premium and Recovery Premium funding **this academic year** to address the challenges outlined above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£164,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff responsibility and TLR's. Strategic and operational roles to support both students and staff. This includes Pupil Premium, Assessments, Literacy, Meta-cognition, self-regulation and best use of TAs and intervention.</p>	<p>By following recommendations set out in the evidence-based research documents below, we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p> <p>Making best use of TA's. EEF.</p> <p>Improving Literacy in Secondary Schools. EEF.</p> <p>Metacognition and self-regulation. EEF.</p>	<p>1,2,3,4</p>
<p>Raise expectations of disadvantaged students' ability across staff and the community, addressing the key challenges that some disadvantaged students may face.</p>	<p>Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for the disadvantaged students, is quality first teaching.</p> <p>EEF - A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.</p> <p>In addition, evidence suggests schools who create additional time to prioritise professional development have seen exceptional outcomes for disadvantaged students.</p> <p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to tackle socio-economic disadvantage.</p> <p>The attainment gap. EEF.</p>	<p>2,4,5</p>

<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2,4
<p>Improving literacy in all subject areas, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development opportunities and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1

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

Budgeted cost: **£61,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>We were planning to use Fresh Start for struggling readers for phonics.</p> <p>Improving Literacy in Secondary Schools</p>	1,3,4
<p>Hegarty Maths, Seneca learning and Accelerated reader.</p>	<p>Purchase of external online licences via providers that concentrate on both course materials and diagnostic assessments.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2012</p>	1,3,4

<p>Teacher Assistants, learning and academic mentors training / small group work.</p>	<p>EEF – ‘The recommendations in this guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources.’</p> <p>Best use of TA’s. EEF.</p>	<p>1,2,3,4</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring at both KS3 and KS4 in Mathematics, English, Science, History, Geography and Modern Foreign Languages for pupils significantly impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>English, Mathematics and Science Saturday school led tutoring. Designed to address the gaps in student knowledge to improve attainment. A high proportion of students who receive tutoring will be disadvantaged, including high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve relationships in the following areas for disadvantaged students:</p> <ul style="list-style-type: none"> • Peers • Teachers • Learning <p>Pupil progress meetings will support the development of stronger relationships. The meetings will be termly, including a starting point, interim review and summative meeting.</p>	<p>EEF - Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.</p> <p>Pupil Premium Lead and Pupil Premium co-ordinator are responsible for raising staff awareness, raise student aspirations, provide data analysis, to encourage and facilitate extracurricular sessions, improve attendance, and to mentor and nurture Pupil Premium students. In-house evidence of impacts being made in certain areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	<p>2,4,5</p>
<p>Emotional wellbeing support and training of the pastoral team etc.</p>	<p>EEF - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</p>	<p>2,4,5</p>
<p>Career guidance. Development of a whole school plan plus individualised support via outside providers.</p>	<p>EEF - Strong careers information, advice and guidance, as well as educational experiences are listed in the top 10 approaches for disadvantaged pupils.</p>	<p>2,3,5</p>

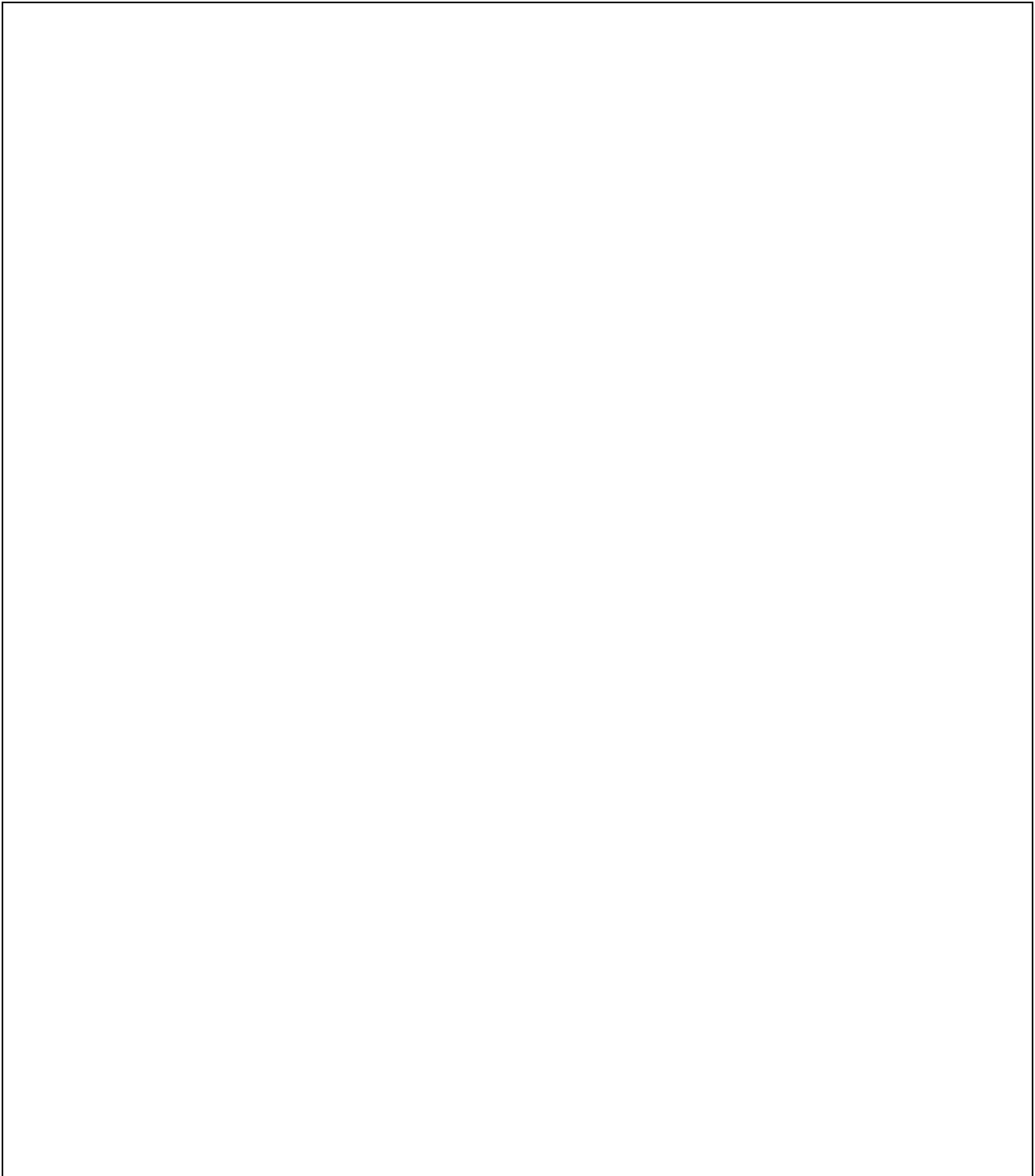
Staff will get training and release time to develop and implement new procedures.	EEF - Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development	4,5
Attendance/support officers to be appointed to improve attendance.	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
Contingency fund for acute issues.	Based on our experience, and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs yet to be identified.	All

Total budgeted cost: £283,250

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.



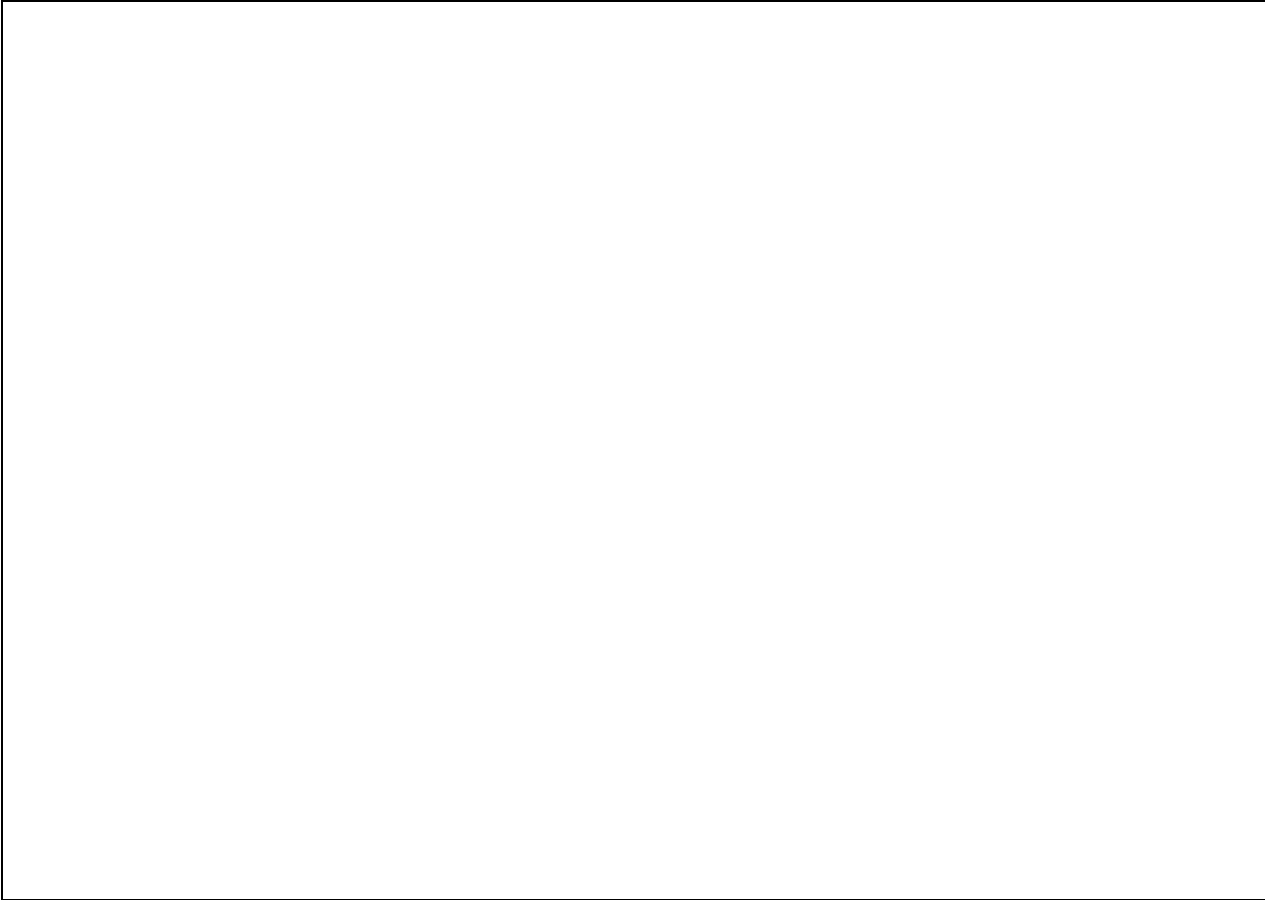
Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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