

Pupil premium strategy statement - 2024-2025

Great Marlow School

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------------------------|
| Number of pupils in school | Yr7-Yr11 = 1181 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | 1 st September 2024 |
| Date on which it will be reviewed | 1 st September 2027 |
| Statement authorised by | Guy Pendlebury |
| Pupil premium lead | Vanessa Bennett and Anna Gifford |
| Governor / Trustee lead | Jonathan Brown |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £230,270 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £230,270 |

Part A: Pupil premium strategy plan

Statement of intent

At Great Marlow School we are committed to ensuring that we are inclusive of all students, irrespective of their background. It is our vision that all students at Great Marlow School should be able to create opportunities, realise their potential and achieve excellence. Great Marlow School students should always strive to reach their personal best and demonstrate the 6Rs: Resilience, responsibility, resourcefulness, respect, readiness and reflection.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum and to be compassionate, successful, and resilient contributors that will create a better society. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and other students who have been significantly impacted by disadvantage. The activity we have outlined in this statement is also intended to outline the high expectations that we have and support their needs, regardless of whether they are disadvantaged or not.

Getting the school culture right over a sustained period of time with high-quality teaching and learning, pastoral support and enrichment is at the heart of our approach, with a focus on positive relationships and developing areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive and reflective to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure all students, including the disadvantaged, are both challenged and included in appropriate learning activities across the curriculum.
- intervention happens early, is sustained, and happens across all aspects of the curriculum. Specific points or areas may also be identified where intervention is required.

adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of the outcomes both through the curriculum but also the wider curriculum that students can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our attendance data over the last year indicates that attendance among our disadvantaged pupil 3.8% lower than for non-disadvantaged pupils. 51% of Free school meals pupils have been 'persistently absent' compared to 20% of non-FSM during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 2 | The attainment gap between pupil premium students and others. |
| 3 | Lack of aspiration amongst some identified pupil premium families. A long history of lack of school engagement and therefore the priority of education is not high. We are also aware from assessments, observations and discussions with students and families that have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged student, including their attainment. |
| 4 | Some disadvantaged students have low levels of literacy, oracy and numeracy which means they are accessing and engaging in some aspects of the curriculum can be challenging and progress/ outcomes can as a result be impacted on. Focusing on ensuring that every moment in our school is an opportunity for language development and student progress. |
| 5 | Lack of organisational skills that require support |

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 |
|---|--|
| Improved attendance of pupil premium students | Sustained high attendance in 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly |

| | |
|---|--|
| Improve the % of disadvantaged students achieving a grade 5+ in English and Maths To ensure disadvantaged students are well prepared for external examinations | Disadvantaged students achieving a 5 or more in English and Maths exceeds the National Average (25.8%, 2024). |
| To raise the aspirations and engagement of pupil premium students. | Pupil premium students go on to the most appropriate courses and employment. University and/or higher education is an aspiration for some pupil premium students |
| To ensure that disadvantaged students' literacy numeracy and reading is at a level that means they can make good progress across the curriculum | Disadvantaged students can access the curriculum and make expected or exceed expected progress |
| Improve organisational skills of pupil premium students | Pupil premium students arrive at school ready to learn and with the correct equipment to lessons |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training for PP Co-ordinator on Wonde system | Wonde system working well | |
| Safeguarding | Up to date Safeguarding training complete. Next DSL training – 23/04/25 | 1 |

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

Budgeted cost: £78,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Purchase of revision guides | Student feedback supports this. | 2, 4 |
| Purchase of dictionaries for Ukrainian students | Student and parental feedback support this | 2, 4 |
| DT contribution – all years | Teacher feedback indicates students enjoy lessons more knowing they are prepared for the lesson | 3, 5 |
| Cooking ingredients – all years | Teacher feedback indicates students enjoy lessons more knowing they are prepared for the lesson | 3, 5 |
| Citizenship United Nations contribution | Student feedback suggests new life-skills learned. | 3, 5 |

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

Budgeted cost: £72,270

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------|---|--------------------------------------|
| Music lessons | Fully funded ensuring lessons are attended | 1, 3 |
| Counselling (Svs + PP) | Fully funded. Feedback from counsellor | 1, 3, 4 |
| Rowing | 50% funded. Feedback from rowing coaches | 1, 3 |

| | | |
|-----------------------------------|---|--------|
| Attendance Meetings | Improved relationship with home and school | 1 |
| Bookbuzz | Fully funded. Enhancing curriculum provision | 1, 3 |
| First Aid courses | Fully funded. Enhancing curriculum provision | 1, 3 |
| Scholastic Book Fair | Fully funded. Enhancing curriculum provision | 1, 3 |
| School uniform bursary | 100% funded. Student feedback indicates a stronger sense of identity. | 1,3, 5 |
| Duke of Ed – Bronze, Silver, Gold | 50% funded. Enhancing curriculum provision | 1, 3 |

Total budgeted cost: £230,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The school's disadvantaged students' data has been analysed for the previous academic year (2023-2024). Out of the 234 students in Year 11 last academic year, there were 38 disadvantaged students. 31.58% of disadvantaged students achieved grade 4+ in both English and Maths, compared to a non-disadvantaged 75.51%. 7.89% of Year 11 students achieved a grade 5+ in both English and Maths, compared to non-disadvantaged of 48.98%. Compared to the national figure of 25.8%, our disadvantaged percentage is indicated at much lower. Nationally, the gap between disadvantaged and non-disadvantaged students achieving grade 5+ in both English and Maths is 27%. Great Marlow school's figure is 41%, significantly higher than national.

The disadvantaged students KS2 APS was 98.80, compared to the non-disadvantaged Year 11 figure of 105.06, indicating when the students joined us in Year 7, over a 6% gap between disadvantaged and non-disadvantaged students. The progress 8 figure for Y11 disadvantaged students was - 0.71, compared to a non-disadvantaged figure of 0.1, indicating a gap of -0.81.

The data demonstrates that there is a significant gap between the achievement of disadvantaged and non-disadvantaged students achieving grade 4 passes in both English and Maths, and in the progress 8 score.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

Last academic year, across the school, Free School Meals (FSM) students' attendance was 83.5% compared to non-FSM students of 92.3%. The FSM national figure last year was 85.4% and the non-FSM national figure was 92.8%. In Y11 last academic year, FSM attendance was 77%, compared to non-FSM figure of 87%. The national figure for FSM Year 11 last year was 82.8% and non-FSM was 91.3%. This data

demonstrates that whilst attendance is better than national figures, there is still a correlation between attendance of FSM pupils and achievement.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the pastoral support disadvantaged students receive is effective due to our attendance figures being higher than national figures. There is still a gap in disadvantaged students' achievement in English and Maths, which needs addressing further as currently, the strategies undertaken are not as effective as they could be.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-------------------|-----------------------------|
| Duke of Edinburgh | Action Adventure Pursuits |
| Drumming lessons | Little Strummers |
| Singing lessons | Tara Chapman Music |
| Piano lessons | Buckinghamshire Music Trust |
| Violin lessons | Buckinghamshire Music Trust |
| Flute lessons | Buckinghamshire Music Trust |
| Cello lessons | Chiltern Music Academy |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year |
| All our Service premium funding is spent on a Counsellor, who attends weekly for the day and has scheduled appointments with the Service students who have requested to see her |
| The impact of that spending on service pupil premium eligible pupils |
| Service students, and their parents, are aware we offer this incentive and are very happy we do so. |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.