



Great Marlow School

Excellence • Compassion • Integrity

Pupil Premium Strategy Statement

2025-2026

Ratified by trustees:

May 2025

Last review by SENCo/Examinations Officer:

May 2025

These procedures are reviewed annually to ensure compliance with current regulations

Review Due:

May 2026

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 2025
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	£248,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£248,390
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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	<p>Our attendance data over the last academic year (until May) indicates that attendance among our disadvantaged pupils is 9.8% lower than for non-disadvantaged pupils.</p> <p>29.3% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during this period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation / revision strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in maths and science.</p>
3	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments on entry to year 7 in the last academic year (2024 – 2025) indicate that 55% of our disadvantaged pupils arrive below age-related expectations in Maths compared to 18% of their peers. This gap persists during pupils' time at our school.</p>
4	<p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last academic year, 41% of our disadvantaged pupils arrive below age-related expectations compared to 13% of their peers. This gap persists during pupils' time at our school.</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
Improved attendance of pupil premium students	Sustained high attendance in 2025/26 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.	Disadvantaged students achieving a 5 or more in English and Maths exceeds the National Average (25.6%, 2025).

To ensure disadvantaged students are well prepared for external examinations	
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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia	Improved reading	4

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

Budgeted cost: £70,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of revision guides	Student feedback supports this.	2
Purchase of dictionaries for Ukrainian students	Student and parental feedback support this	2,3,4
DT contribution – all years	Teacher feedback indicates students enjoy lessons more knowing they are prepared for the lesson	1

Cooking ingredients – all years	Teacher feedback indicates students enjoy lessons more knowing they are prepared for the lesson	1
Citizenship United Nations contribution	Student feedback suggests new life-skills learned.	3

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

Budgeted cost: £83,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform bursary	100% funded Student feedback indicates a stronger sense of identity	1,2,3
Duke of Ed – Bronze, Silver, Gold	50% funded. Enhancing curriculum provision	2
Svs Careers (targeted)	Fully funded. Student feedback indicates they are more secure in the future.	2,3
KS4 Careers Interviews	Fully funded. Student feedback indicates they are more secure in the future.	1,2,3
Nurture Programme	Fully funded. Student feedback before and after the Nurture programme.	1,2
Music lessons	Fully funded. Enhancing curriculum provision.	1,3
Counselling	Fully funded. Feedback from counsellor	2
Rowing	50% funded. Feedback from rowing coaches.	2
Attendance Meetings	Improved relationship between school and home.	1
Bookbuzz	Fully funded. Enhancing curriculum provision.	4
First Aid courses	Fully funded. Enhancing curriculum provision.	2
Scholastic Book Fair	Fully funded. Enhancing curriculum provision.	4

Total budgeted cost: £248,390

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 (2024-2025). Out of the 233 students in Year 11 last academic year, there were 57 disadvantaged students. 39.02% of disadvantaged students achieved grade 4+ in both English and Maths, compared to a non-disadvantaged 76.44%. 24.39% of disadvantaged Year 11 students achieved a grade 5+ in both English and Maths, compared to non-disadvantaged of 52.36%. Compared to the national figure of 25.6%, our disadvantaged percentage is near to this, and a large improvement on last year's percentage of 7.89%. Nationally, the gap between disadvantaged and non-disadvantaged students achieving grade 5+ in both English and Maths is 20.81%. Great Marlow school's figure is 27.97%, higher than national.

As there were no exams sat at the end of KS2 due to covid, there is no progress 8 or KS2 APS data to comment upon.

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 82.9% compared to non-FSM students of 92.7%. The FSM national figure last year was 86.2% and the non-FSM national figure was 93.3%. In Y11 last academic year, FSM attendance was 77%, compared to non-FSM figure of 88.2%. The national figure for FSM Year 11 last year was 83.6% and non-FSM was 91.7%. This data demonstrates that although attendance is lower than national figures, there is still a correlation between attendance of FSM pupils and achievement, even though Year 11 disadvantaged students achieved close to the national figure for attainment in grades 5+ in English and Maths. 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.

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.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. For example, tutoring.

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	eDofE
Drumming lessons	Vladimirs Rakovski
Singing lessons	Tara Chapman
Piano lessons	Alison Downie
Trombone Lessons	Mr Gibb
Flute lessons	Angela Farquar
Guitar lessons	Little Strummers
Counselling	MyFutureSelfMatters

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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.