

# Pupil premium strategy statement – Marsden Heights Community College

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	1053
Proportion (%) of pupil premium eligible pupils	340 (32.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 until 2025-26
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	1 <sup>st</sup> May 2025
Statement authorised by	Mrs Alyson Littlewood
Pupil premium lead	Mr Scott Pilkington
Governor / Trustee lead	Lesley Doblen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£298725

## Part A: Pupil premium strategy plan

### Statement of intent

At Marsden Heights we believe that social or financial disadvantage should never be an obstacle to a young person's life chances and that each pupil can achieve at the highest levels.

Our Pupil Premium Strategy Plan uses funding sources and educational strategies to remove any barriers our pupils may face. We encourage every pupil to believe in themselves and to achieve their highest potential. The Pupil Premium strategy underpins our core college values of Hard work, Trust, and Fairness.

The plan is aimed at raising attainment of all vulnerable pupils in the college by supporting their needs, regardless of whether they are classed as disadvantaged or not. We do not see the aim of the strategy to simply close gaps, but to allow our most vulnerable pupils to out perform none vulnerable pupils and develop to their true potential.

The focus of our statement is high quality teaching in the classroom, evidence from the Educational Endowment Fund cites this as having the greatest positive impact on the outcomes of disadvantaged pupils and closing the attainment gap. Through CPD and whole staff training in Rosenshine's principles the attainment of all students will increase the effectiveness of teaching and learning in the college. We are also focused on providing all pupils with the metacognitive skills needed for independent learning as we build a culture of effective study across the college.

To support our main classroom focus, targeted interventions are in place when needed to allow pupils access to our ambitious and challenging curriculum. These interventions are rooted in research and are regularly reviewed to ensure that effective impact is being made.

### Challenges

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

Challenge number	Detail of challenge
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1	<p><b>Attendance</b> – To improve attendance of disadvantaged pupils, data shows that poor attendance to college has a direct negative impact on attainment and progress. The in-college attendance gap has decreased from 3% at the start of the previous Pupil Premium strategy to a gap of just 0.3% by the end of the strategy. Last year saw the pupil premium attendance improve from 91% to 91.7% but the gap between PP and none PP grew to 0.9%. Attendance of the pupil premium cohort at MHCC was above national average for pupil premium students across the country (88.9%) and also above national average for all pupils (90.9%), figures taken from DfE.</p>
2	<p><b>Attainment</b> – To improve the attainment levels of disadvantaged pupils. The attainment of Pupil Premium students was at an all time high at the end of the last Pupil Premium strategy with the in-college gap at its lowest in many areas. Outcomes for the Pupil premium cohort again showed improvement with 55% of pupils gaining a positive Progress 8 score – the overall progress 8 for the cohort was 0.4 (this is the first time that the cohort has finished with a positive progress 8 score). The average attainment 8 score was 37.9, up from 37.2 last year and 32.2 in 2019. The area of concern is that of pupil premium boys who performed well below the levels of the girls. Attainment 8 for girls was 43.9 while boys gained a score of 31.45. This was not as big an issue in previous years, with a much smaller gap between genders and in the case of 2023 and 2022, smaller than the gap across the college as a whole.</p>
3	<p><b>Literacy</b> - To improve literacy rates across all disadvantaged pupils Reading data shows that the cohort has a reading age significantly below their chronological age. 32% of pupils currently in key stage three have an overall reading stanine of 3 or below (below average or very low). A high number of PP pupils also have English as an additional language.</p>
4	<p><b>Independent Learning</b> - To develop independent learning, study skills and metacognitive strategies of all pupils. Many students find independent work at home difficult; this was highlighted in the COVID and outcomes that are below national average. This is not an issue that can be rectified simply by handing out technology, but instead focus must be on study skills and the importance of learning to learn. Providing all our disadvantaged pupils with a tool kit of effective strategies to overcome barriers to learning via the whole school strategy of building a culture of effective study, mentoring and peer to peer tutoring.</p>
5	<p><b>Enrichment</b> - To increase enrichment opportunities for disadvantaged pupils. During the pandemic opportunities for enrichment were limited, it is our aim to provide opportunities to increase cultural capital and to extend horizons as well as providing life experiences through extra-curricular activities. The enrichment is aimed at giving pupils a better contextual understanding of the challenging in school curriculum. Allowing them to become fully rounded individuals.</p>
6	<p><b>Behaviour for Learning</b> - To reduce the number of fixed term exclusions for disadvantaged pupils. The number of fixed term exclusions increased last year after falling previously, disadvantaged pupils are still over-represented in this area. Pupil Premium pupils are also over-represented in the number of fixed term exclusions and in the number of visits to reset (internal inclusion). As with attainment it is PP boys that are the area of concern.</p>
7	<p><b>Quality of Teaching and Learning</b> – To further embed quality first teaching across school, particularly focusing on developing adaptive teaching strategies to improve outcomes for PP students and especially those with additional SEND.</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 improve attendance of disadvantaged pupils	To close the in-college gap and to maintain the cohorts attendance above national average for non- pupil premium pupils. This will have a positive impact on progress and outcomes of our disadvantaged pupils.
To improve attainment of disadvantaged pupils.	To fully close in-college gaps and to raise the outcomes of our disadvantaged pupils to national average.
To improve literacy rates of disadvantaged pupils.	To improve reading scores of pupil premium cohort and to reduce the number of pupils with a Stanine of 3 or below. The whole college reading programme that was started during the last pupil premium strategy is now established across every year group (7-10) and is followed daily in college. To monitor the progress of those pupils who receive literacy intervention, one to one or in small groups to assess impact.
To improve independent and home learning through an improvement in study skills and meta cognition of our learners.	To see a closing of gaps in internal end of year assessments in all year groups as well as improvement in attainment. To see clear improvement in GCSE attainment of disadvantaged pupils. Disadvantaged pupils to attain national average outcomes at GCSE.
To see a reduction in the number of fixed term exclusions for disadvantaged pupils.	A reduction in the number of fixed-term exclusions and to close the in-college gap that exists at present.

## 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: £ 148275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full costs of CPD and initiatives of building culture of effective study across the college.	Using Rosenshine teaching principles that are established across the college and developing the ideas of H. Howell and R Morrison McGill and their research driven 'Revision Revolution'  The EEF found, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	2,3,4,7
Partial costs of CPD programme based on Rosenshine principles and TLAC.	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The principles behind Rosenshine and TLAC are in line with the majority of these approaches.	2,3,6,7
Partial costs towards two cover supervisors.	To minimise the disruption to learning of staff absence and to ensure that when absence does occur lessons are taken by members of staff who are familiar to pupils and are fully aware of college CPD. The Sutton Trust reported, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.	2,6,7
Over-staffing and Maths. To provide targeted small group intervention and targeted form groups at year 11.  Additional staffing in year 11 to provide 2 two English focused form groups.	To ensure that we have smaller class sizes in Y11. EEF and Hattie have identified that a reduction in class sizes allows for improved quality of diagnostic and actionable feedback to suggest in both summative and formative assessments. EEF research in 2021 has identified that effective feedback has the greatest positive impact on pupil progress. Feedback has been identified by Williams, Black, Hattie, The Sutton Trust and the EEF as one of the most positive approaches to improve attainment and progress	2,3

Partial Cost of Pupil Premium Lead in college.	The EEF and Dunford identify the use of data analysis as imperative for managing and measuring the impact of intervention strategies. Dunford also identifies the need to track rigorously from Y7 entry to Y11 completion of the 11-16 curriculum. EEF research in 2021 has identified that effective feedback has the greatest positive impact on pupil progress.	1,2,3,4,5,6
Partial costs towards whole college reading programme and the bi-annual testing of all pupils in Y7,8,9 using the NGRT reading tests.	Will develop the love of reading across college. All pupils will read for half an hour per day in an afternoon reading session. This period will see Y7-9 pupils reading works of fiction and Y10-11 pupils reading non-fiction texts often with direct links to curriculum areas as well as short stories and novellas. The EEF studies have found that loss of reading time during the pandemic was higher for pupils from disadvantaged backgrounds. 'Secondary pupils from disadvantaged backgrounds experienced 2 months more learning loss in reading than their non-disadvantaged peers. This analysis suggests that the mixture of disadvantage at pupil and area-level results in greater learning losses for the most disadvantaged pupils.' From EEF website.	2,3,5
Partial cost of Student Family Liason officer. It was decided to employ a multi lingual member of staff to help target none English speaking/ reading families that may have found language a barrier in the past.	To provide support for parents and families and to overcome barriers that pupils may have at home and at school. To provide strategies and guidance to help students to both attend and thrive at MHCC. Focusing on hard to reach families as well as liaising with and signposting to external agencies. 'There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools.' DfE 2021.	1,2,5,6

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

Budgeted cost: £ 73000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Peer to Peer tutoring programme across Years 7-10.</i>	A key finding of the EEF was that Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.	2, 4
<i>To provide partial costs towards the college counsellor to provide counselling sessions for DP students.</i>	Poor mental health can have a major impact on pupils and their attendance and attainment in school. Access to an on-site counsellor will help to overcome these barriers and allow pupils to reach their full potential.	1,2,6
<i>Study skills sessions. Saturday sessions aimed at improving P8 scores of Y11 pupils. Targeted at DP pupils in Year 11. To build home learning strategies and provide a place to study out of college hours.</i>	The EEF found, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	2,4
<i>Provide a PP form in Year 11 focusing on revision and metacognitive skills as well as providing access to resources and overcoming barriers.</i>	The EEF found, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	1,2,4,6
<i>Total costs of providing Forest School education for all pupils in KS3 and targeted pupils at KS4.</i>	To ensure that all pupils have access to outdoor education as part of their curriculum. A participatory evaluation into Forest Schools by Murray and O'Brien (2017) concluded:  Forest School helps children to develop their confidence. As they become familiar with Forest School they can take their new-found confidence into school and other areas of their lives.  Forest School can be particularly effective for children who do not do well in the classroom environment. Children learn to solve problems and be creative	5

	and imaginative at Forest School thus showing enterprising behaviour.	
<p><i>Partial cost of in house careers advisor. All pupils upper school will be given one to one careers advice as well as help with interview technique and college applications.</i></p> <p><i>Pupils in upper school will also be given two practice interviews with industry professionals.</i></p> <p><i>Careers events, visits and college events will also be organised throughout all year groups.</i></p>	<p>Research by the CfBT found,</p> <ol style="list-style-type: none"> <li>1. Young people with well-developed career-related skills are more likely to make successful transitions at age 16 than those with less well-developed skills.</li> <li>2. Young people with clear career goals are more likely to out-perform those without clear goals in terms of educational attainment irrespective of the overall performance of the schools they attend.</li> <li>3. Good careers education programmes have a significant and positive impact on the development of young people's career exploration and decision-making skills</li> </ol>	1,2,5
<p><i>To provide the cost for 24 high ability pupils from KS3 to access The MHCC HAPs programme Inspire to Aspire</i></p>	<p>To raise attainment of high ability pupils. The programme allows all participants to visit a university and take part in a bespoke programme of study in their desired area of interest. The programme also offers one to one careers guidance.</p> <p>The Programme also pairs each pupil up with a staff mentor who will guide and help them in their investigations/ assignments. Research shows that currently only 1 in 40 pupils from DP backgrounds enter selective university places compared to 1 in 10 from non-DP backgrounds.</p>	2,3,5,6
<p><i>Partial cost towards Literacy intervention at KS3. Interventions to include Toe by Toe, Lexonik. Reading Fluency.</i></p>	<p>It is imperative that pupils have a reading age at or above chronological age. National data published in 2018/19 indicates that disadvantaged pupils are more likely to reach age 11 and read confidently. The DfE has identified that pupil premium pupils below their chronological reading age are more likely to struggle over five years of secondary schooling and not achieve a grade of 4+ in English Language or Literature.</p>	2,3
<p>Total cost of mentoring programme for Y11 students who are underachieving.</p>	<p>Pupils to be assigned a member of SLT or Middle leader to give academic mentoring across the year. Mentoring will be based on SMART targets. Students will get a minimum of one session per week with their mentors.</p>	1,2,4,6



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

Budgeted cost: £ 78000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total cost of Provision Map – Digital tool to develop learning plans and create more effective review process. Partial cost towards assessment of pupils for eligibility for additional exam needs	To improve provision for SEND/PP pupils as well as creating a more joined-up learning plan. Ensuring that pupils get the additional measures in exams that they eligible for.	1,2,6
Provide resources, uniform, and contribute towards cost of visits for PP pupils to allow them to overcome material barriers to learning.	To provide all departments the ability to access funding to close material barriers in their curriculum areas. Ensuring that all PP pupils have the same access to resources and opportunities as all other pupils. This will allow pupils to develop cultural capital and access enrichment opportunities.	1,5,6
To provide free breakfast for any pupils who require it.	To allow pupils to focus on morning lessons. High – scientific evidence shows eating breakfast helps improve school performance, allowing pupils to do better on tests, according to the Food and Nutrition Service. DP pupils are more at risk than non- DP pupils of arriving to college without eating breakfast.	1,2,6

**Total budgeted cost: £298,725**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	2019			2022			2023			2024		
	PP students	None PP students	Gap	PP students	None PP Students	Gap	PP Students	None PP Students	Gap	PP Students	None PP Students	Gap
Progress 8 Score	-0.36	0.2	-0.56	-0.32	0.17	-0.66	-0.14	0.12	-0.34	0.04	0.08	-0.04
Average Attainment 8	32.2	37.9	-5.7	36.38	44.85	-8.47	37.32	42.43	-5.11	37.9	40.56	-3.1
5 Standard Passes inc. Eng + Maths%	32	45	-13	47.7	63.6	-15.9	41	55	-14	42	48.3	-6.3
5 Strong Passes inc. Eng + Ma%	16	26	-10	16	39.6	-23.6	24	33.5	-9.5	23.6	30.5	-6.9
Grade 4 English and Maths%	46	48	-2	47.7	63.6	-15.9	48	62.7	-14.7	43.6	62.3	-18.7
Grade 5 English and Maths%	16	32	-16	27.3	48.1	-20.8	30	40.5	-10.5	29.3	35.8	-6.7
Pupils gaining a Positive Progress 8 Score%	36	57	-19	41	64	-23	39	48.9	-9.9	55	52.4	3.2

Boxes in yellow denote best performance.

The results of the PP cohort were very positive.

The PP cohort gained a positive progress 8 score for the first time in the college's history in the GCSE Summer exams. Last year also saw the smallest gap in attainment between PP and none PP students. The number of PP pupils gaining a positive progress 8 score was higher than the none PP cohort, again, this was the first time that it has happened in the college's history. Grade 4s and 5s in English and maths was slightly down on 2023 but higher than all other previous years and in all cases except grade 4s in English and maths the in-college gap was at its smallest. The reason that these areas were not as high as in the previous year was due to the poor performance of the PP boys in relation to the performance of the girls. The gender attainment gap was 12.45 and the Progress 8 gap was -1.23. This is something that has not been an issue in previous years, in the previous two years ('22 and '23) the in college Progress 8 gender gap was smaller for the PP cohort than the college as a whole. In other year groups in college there is no in college attainment gap and the gender gaps are in line with year groups as a whole. This year group had a very unsettled time in college with regards their pastoral lead. They had 4 different heads of year over the course of their final two years in college, this had a negative impact on the boys, especially those in the PP cohort.

Compared to the national picture for PP cohort pupils at Marsden Heights gained higher attainment scores and better scores at grade 5s Eng and maths than PP pupils across England, the % of pupils gaining grade 4s in English and maths was below national average by 5%, this was in the main down to the poor performance of the middle ability boys who have been discussed above (figures used for this comparison were taken from the FFT data lab)

In terms of attendance the PP cohort at Marsden Heights finished the academic year with an attendance of 91.7, this was up on the previous year but the in-college gap has grown slightly by 0.6%. Compared to the national picture, the PP cohorts attendance was above national average for both none PP and PP across England (figures taken from the DfE website).

Current in-college data is showing the following picture emerging:

Y11 – In-college attainment gap of -0.3 of a grade, PP gender gap of 0.1 of a grade

Y10 – No in-college attainment gap, a PP gender gap of 0.5 grade in favour of the girls

Y9 – No in-college attainment gap, PP gender gap of 0.2 of a grade in favour of the boys

Y8 – An in-college attainment gap of 0.1 of a grade and no PP gender gap

These figures have been taken from end of year data that includes the outcomes of the end of year assessments taken across all subjects. In the main these are standard assessments set across all United Learning schools.

## 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
Breakfast Club	National School Breakfast Programme

## Further information (optional)

Last year saw the start of a new three year Pupil Premium strategy at Marsden Heights. The strategy was RAG rated after 6 months and assessed at the end of the first year. The following is a report on some of the areas of the strategy and our internal findings.

Saturday school attendance continued to grow, last year the average session was attended by 86 pupils, up by 7 on 2023. The PP cohort on average attended 6.34 sessions compared to a none PP attendance of 5.77 sessions. As in previous years the PP attendance to sessions saw an overrepresentation, this was due to the fact that students were targeted for attendance across the year. Final outcomes showed pupils that attended regularly made 0.5 of a grade more progress across year 11 than those pupils that did not attend. The PP cohort finished 0.2 of a grade closer to target grades than the none PP cohort in the summer exams.

The Pupil Premium form in year 11 saw pupils in the group finish closer to targets than pupils in any of the other intervention forms. The form group also made the most progress from the end of year 10 than any of the other form groups. The pupils in the form group were taught independent study skills and used the form periods to create and use revision materials across the year.

The maths intervention forms saw progress above that of the year group average across the year in maths, one group made 1.4 of a grade progress over the year. In English one of the intervention groups made good progress across both English exams but especially in Literature. The lower ability English form did not do as well, this was down to staffing issues that led to disruption. The intervention forms this academic year are following a similar format to the PP form but with a subject focus.

The college began its whole college focus on teaching study skills across all years and in all curriculum areas, book checks and pupil voice both showed that the policy was having an impact across all areas. 94% of pupils asked said that they had found the study skills useful, 79% of pupils said that they had changed the way that they prepared for exams and only 4% of pupils asked said that they were not confident about how to revise for their upcoming assessments, 78% said that they were confident in knowing how to revise. Across the year flashcards, mind maps and the use of success criteria were built into teaching. This year the strategy will include the introduction of Cornell Notes and a focus on peer to peer learning.

The wider pupil voice gained from the whole college pupil survey carried out in the summer term, showed that the views and attitudes of the PP cohort were in line with the none PP cohort, significance was set at +/- 3% when comparing, the only questions that were above this showed that the PP cohort were more likely to access sport activities after college and that they felt safer while in college.

The intervention group for Key Stage 3 PP HAPs saw its first cohort go through the programme, pupils created a presentation and wrote an essay as well as taking part in a university visit. Pupil voice was very positive. This year we plan to put two cohorts through the programme one from year 9 and one from year 8.

Breakfast club attendance saw similar numbers to the previous year, over 10% of the college claim a free breakfast each day, figures show more boys and PP students take up this offer. Figures taken in October of this academic year show similar findings.

All year 11 PP pupils who are below target at the start of the academic year are to be given an SLT mentor throughout the year. This has not been done in the past and is in response to a larger group than normal being below target at the end of year 10. These pupils will be monitored via the Target 20 tracking that takes place across all year groups for the 20 pupil premium students furthest behind target. Tracking showed that gaps did not open up over the year and that PP attainment and attendance gaps stayed small as shown in previous analysis/ data.

Literacy intervention at Key stage 3 will target 29 pupils who have a reading Stanine of 2 or below. This makes up over 55% of targeted pupils and is a 20% overrepresentation. Pupils who were involved in the intervention programme last year made improved progress towards closing the literacy gap.

Forest school continues to develop, last year it began working with KS4 pupils who are part of the ASDAN group, allowing opportunities to develop the curriculum and provide education with character beyond KS3. Forest school will also continue to develop the college's education with character programme by offering after school clubs and small group interventions. The pupil voice taken in the evaluation process of Forest School remains highly positive with pupils enjoying the activities and the opportunity to work outside of the classroom.

Use of Provision Map has enabled that facilitation of one page profiles to be shared with staff for all PP students with SEND. Through the assessment of pupils for additional needs, last year we were able to ensure that 74 pupils got the extra considerations that they were entitled to. This year all pupils are being tested and the number of extra considerations being applied for is set to increase which will help to close the disadvantage outcome gap at KS4.