

Marden Bridge Middle School

Empowering Minds Inspiring Futures



Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	586
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	John Newport (HT)
Pupil premium lead	Jonny Instone (DHT)
Governor	Joanna Unthank

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,290 (2023/24)
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years	£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>	£170,290

Part A: Pupil premium strategy plan

Statement of intent

At Marden Bridge, we **empower minds** and **inspire futures**. All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils, and are committed to meeting their pastoral, social and academic needs. We seek out every opportunity for pupils to learn and succeed in their studies, be it in the classroom or in the wider opportunities that our school provides.

We are champions for equity, and believe each pupil should be supported so that their individual needs can be met through quality first teaching. We place an emphasis on teachers having a thorough knowledge of pupils so that their support structures are matched to their needs, full in the knowledge that positive relationships result in the most effective learning.

At Marden Bridge we are a community, caring for each other and challenging each other to get better every day. We look to extend this community to include our feeder first schools and the high schools where effective transition means that pupils are supported at each stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Some Pupil Premium attendance is weaker than non PP peers.
2	Assessment over time shows that some PP pupils perform less well in standardised testing than non PP peers.
3	Pupil Premium Maths attainment on entry tends to be lower than for literacy.

4	Pupil engagement with home reading is generally poorer than their non-disadvantaged peers. About half of the lowest 20% of readers in each year group are PP pupils.
5	Prevalence of Social, Emotional and Mental Health concerns have spiked in school, with a higher proportion of pupils requiring support.
6	Parental support for school initiatives including homework and behaviour expectations can be inconsistent

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
Attendance for PP cohort is improved.	PP attendance is in line with non-PP peers PP attendance is better than the average for non PP pupils nationally Improved collaboration with parents to improve attendance
PP attainment gaps are reduced in core subjects and standardised tests.	MBMS PP pupils attain better than PP pupils locally and nationally PP pupils attain in line with their non-PP peers.
SEMH provision fits the needs of individual pupils	Reduced removes/suspensions Higher % than proportional representation in provision lists

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: £ 271,656

Activity,	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme to focus on equitable teaching strategies, building on metacognition and self regulation strategies</p> <ul style="list-style-type: none"> - CPD on modelling/visualisers delivered in Sept 24 - Visualisers used by all staff in Aut term - paired obs for those staff who request support/require support with this strategy. - reviewed termly with all monitoring tools (obs, book looks etc) - Metacognition 7 step model CPD for Faculty Leaders - built into T&L monitoring tools 	<p>https://tinyurl.com/2m7tsp8</p>	<p>2</p>
<p>NGRT reading / arithmetic baseline administered and uplift applied.</p> <ul style="list-style-type: none"> - Test administered to all pupils in Aut 1 - English/Maths teachers apply uplift to the PP pupils in their classes - Info is shared with all staff to tailor their lessons to individual need - All subjects uplift targets for PP pupils based on these outcomes. 	<p>https://tinyurl.com/bdfbhwys</p>	<p>3, 4</p>
<p>Equitable assessment to ensure rigour and robustness of data capture</p> <ul style="list-style-type: none"> - Feedback policy ensures individual verbal feedback to PP pupils each lesson - All faculties review their baseline assessments for Y5 - All Y5 assessments are reviewed over the course of 2024/25 - LC provides support to faculty leaders to ensure principles of equitable assessment are applied. 	<p>https://tinyurl.com/3d3thknd https://tinyurl.com/muzcpjj3 https://tinyurl.com/bde7hzhf</p>	<p>2</p>
<p>Mixed ability groupings in all subjects, with DP pupils known to staff</p> <ul style="list-style-type: none"> - maths groupings have more equitable distribution of PP pupils - RAP sheets shared for Y6 cohort - SEN learner profiles shared and followed by all staff - Graduated approach places emphasis on classroom teaching and QFT. 	<p>https://tinyurl.com/5n7268tn https://tinyurl.com/2n5rw432</p>	<p>2, 3, 7</p>
<p>Golden thread links Pupil premium strategies in development plans</p> <ul style="list-style-type: none"> - Faculty Leaders have concrete actions in development plans that links clearly to PP strategy - Development plans are reviewed termly with DHT 	<p>https://tinyurl.com/2kf9xzvj</p>	<p>2</p>

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

Budgeted cost: £ 32,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP/SEN pupils are known to staff, learner profiles are followed.</p> <ul style="list-style-type: none"> - Y5 form tutors given time with their classes and lead CPD in Wk 6 to share info - Y6 RAP sheets are shared with staff - monitoring in first half term checks on staff familiarity with PP cohort, identification on seating plans - Pupil voice to be carried out to check on 	<p>https://tinyurl.com/bde7hzhf https://tinyurl.com/k9cvnc46</p>	<p>2</p>
<p>Prioritised masterclasses for PP pupils.</p> <ul style="list-style-type: none"> - Masterclass groups start with PP pupils - Groups are QA'd by WD/KF to ensure this is in place - NGRT test tailors masterclass groupings to focus on identified area of need 	<p>https://tinyurl.com/mszda47j</p>	<p>2, 3, 4</p>
<p>Nurture groups in place in year 5, 6 and 7 in English and maths</p> <ul style="list-style-type: none"> - Success@arithmetic implemented with specific Year 5 pupils (GW) - FreshStart ReadWriteInc delivered in Y5 for English (CI) - HLTA support in these nurture groups is high. 	<p>https://tinyurl.com/3hvav69v</p>	<p>3, 7</p>
<p>All staff support Lowest 20% of readers</p> <ul style="list-style-type: none"> - lowest 20% list shared with all staff, these are identified on seating plans - Reading tasks are appropriately adapted for these pupils, with support in place for specific pupils - English team monitor title fight (KS3) and BoomReader (KS2) to identify those pupils who aren't engaging with reading outside of school 	<p>https://tinyurl.com/h257u8t5</p>	<p>4, 6</p>
<p>Homework club runs out of the Chromelab each lunchtime</p> <ul style="list-style-type: none"> - Staff support PP pupils with attending homework club where necessary - 	<p>https://tinyurl.com/h257u8t5 https://tinyurl.com/y8dsdfwv</p>	<p>6</p>

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

Budgeted cost: £ 22,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance policy enacted by all school staff</p> <ul style="list-style-type: none"> - Attendance officer undertakes daily checks and first day response - Form tutors and Head of Year monitor pupils using info provided - DP parents are invited in for specific meetings. - termly updates to tracking - rewards in place to recognise improvement - changes to school policy ratified by governors. 	<p>https://tinyurl.com/k9cvnc46</p>	<p>1</p>
<p>Ensuring proportional representation on trips and enrichment activities.</p> <ul style="list-style-type: none"> - Trip leaders ensure that at least 23% of pupils attending trips/activities are PP eligible - financial help option included on all expressions of interest letters sent home - 20% of trip costs are contributed by school where required - both Y6 and Y8 residentials are designed to be attended by all pupils 	<p>https://tinyurl.com/yhxt9pnt https://tinyurl.com/23h9c85f</p>	<p>5, 6</p>
<p>Access to SEMH pathway prioritised and impact gathered.</p> <ul style="list-style-type: none"> - SEMH pathway reiterated to staff and pupils are referred. - HoY monitor referrals and - 	<p>https://tinyurl.com/2n5rw432 https://tinyurl.com/yc7w4ame</p>	<p>5</p>
<p>Ensuring transition arrangements are equitable</p> <ul style="list-style-type: none"> - proposal for PP specific transition in July for Y4-5 - Northern learning partnership to deliver these sessions - Specific transition arrangements for PP pupils into Y9 	<p>https://tinyurl.com/uknpwjvu</p>	<p>5</p>
<p>LateNight School sessions</p> <ul style="list-style-type: none"> - rolling schedule of sessions where pupils learn alongside their parents after school help to build positive relationships with parents - PP parents are prioritised by texts home. - Science, Music, PE sessions first and then followed up with maths/literacy sessions. 	<p>https://tinyurl.com/bdhvx5cp https://tinyurl.com/y8dsdfwv</p>	<p>6</p>

Total budgeted cost: £ 327,456

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact statement for last year can be found here: [☰ 2023/24 Pupil Premium Impact Statement](#)