

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|-------------------------------------------------------------------------|---------------------|
| School name | Marden Bridge |
| Number of pupils in school | 596 |
| Proportion (%) of pupil premium eligible pupils | 17.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 - 2023/24 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | John Newport (HT) |
| Pupil premium lead | Jonny Instone (DHT) |
| Governor / Trustee lead | Lara Lilico |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £134,175 |
| Recovery premium funding allocation this academic year | £ 13,630 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £147,805 |

Part A: Pupil premium strategy plan

Statement of intent

At Marden Bridge, we believe in Lifewide Learning, Together. As such 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 can provide.

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 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 | Maths attainment on entry tends to be lower than for literacy. |
| 2 | 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. |
| 3 | Prevalence of Social, Emotional and Mental Health concerns have spiked in school, with more pupils requiring support. |
| 4 | Parental support for school initiatives including homework and behaviour expectations can be inconsistent; there are also challenges around ICT access in some circumstances. |
| 5 | Aspirations for pupil premium pupils of themselves and by parents are not always sufficiently high to challenge themselves. |
| 6 | Pupil premium pupils do not always receive exposure to cultural capital opportunities in their life outside school. |

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 |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Attainment gaps are reduced relative to their starting points | SAT results as a midway checkpoint, but also exit data at the end of year 8 as a measure of progress over four years |
| Raising aspirations for pupils | Fully integrated CIAEG programme that gives pupils exposure to career pathways. |
| Pupils have strategies to contend with behavioural dysregulation | Referrals to SEMH pathways are targeted at pupil need and symptoms of dysregulation (removes, exclusions) are reduced. |
| Ensuring school day is effectively poverty proofed | All pupils have access to cultural capital opportunities in school, ensuring that finance is never a barrier to participation. |

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,750

| Activity | Who's responsible for this? | Evidence that supports this approach | Challenge Number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Quality First Teaching in all lessons</p> <ul style="list-style-type: none"> Shorter, more frequent lesson observations help to identify areas for development more readily - making smaller adjustments to improve teaching and learning. Pupil voice exercises, | <p>JN/JI Faculty Leaders</p> | | |
| <p>Reading as a focus in all lessons</p> <ul style="list-style-type: none"> Pupil premium list to be populated with pupils' reading ages so that texts can be selected appropriately. Mixed ability teaching groups introduced to all year groups in all subjects to share aspirations. Faculty Leaders maintain concrete examples of Reading in their curricula; these are evaluated termly. Faculty Development Plans have specified outcomes for supporting literacy across the curriculum including reading outcomes The bottom 20% of readers are supported by yr8 reading experts during registration. | <p>JJ/JSt Fac Leaders implement WD Evaluate</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-key-stage-2/KS2_Literacy_Guidance_2017.pdf</p> | <p>1</p> |
| <p>Reading for pleasure is actively encouraged in all pupil premium pupils</p> <ul style="list-style-type: none"> Members of the English team monitor the books taken out of the library by pupil premium pupils. Form Tutors take an active role in monitoring and supporting pupils. They communicate effectively with parents and encourage them to play an active role in supporting their children read at home. Head of English monitors interclass competitions relating to Title Fight supported by class teachers and Heads of Year Information on participation is shared with parents half termly for Pupil Premium pupils. | <p>WD English Team</p> | <p>Internal data shows that pupils engaging with Title Fight have higher attainment</p> | <p>1</p> |
| <p>Numeracy across the curriculum is embedded</p> <ul style="list-style-type: none"> Specific objectives allocated to faculties are <p>CM meeting with all FLs next week</p> | <p>CM delivers KF evaluate</p> | | |

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| <p>Additional Staff appointed</p> <ul style="list-style-type: none"> In English and Maths, additional teachers have been appointed to decrease group sizes. These nurture groups are tailored for specific pupils, giving a flexible approach to Teaching and Learning. These group sizes are maintained into KS3 to enable those pupils who have not met standard in KS2 SATS to catch up effectively. Pupil Premium pupils are placed with the strongest teachers in core subjects | <p>JN/JI</p> <p>WD/KF</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> | <p>1, 2, 3</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|

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

Budgeted cost: £ 93,560

| Activity | Who's responsible for this? | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Delivering high quality English intervention</p> <ul style="list-style-type: none"> In Year 6, pupil premium pupils receive 2 hours additional literacy per week for all pupil premium pupils working behind their peers. In Year 5, DP pupils will be supported in class with key pupils targeted for specific reading intervention. Intervention lists are reviewed termly. For those pupils who are in the lowest 20% of readers, 'Reading Miles' will be an extra morning intervention for pupils below chronological reading age. | <p>JSt/MJ</p> <p>WD</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-key-stage-2/KS2_Literacy_Guidance_2017.pdf</p> | <p>1, 2</p> |
| <p>Delivering high quality Maths intervention</p> <ul style="list-style-type: none"> In Year 6, the vast majority of pupil premium pupils receive 2 hours additional numeracy per week for all pupil premium pupils working behind their peers. The additional masterclasses for Y6 are focusing on success@arithmetic for JD group and CS group are working on fractions. 5 pupil premium pupils in Y6 are withdrawn for 2 lessons per week to embed basic skills and deepen their understanding of number. | <p>JD/ CS/ CI</p> <p>Overall responsibility lies with KF</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/math-ks2-3/KS2_KS3_Maths_Guidance_2017.pdf</p> | <p>3</p> |

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| <ul style="list-style-type: none"> In Y5, PP pupils are targeted in class and 2 groups of pupils are withdrawn for masterclasses, twice per week. | | | |
| In School Tutoring <ul style="list-style-type: none"> Appointing an in school tutor (Qualified teacher) to provide specific interventions for pupil premium pupils. Monitoring of outcomes and pupils worked with. | JI Staff line managed by HV | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |

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

Budgeted cost: £ 8,505

| Activity | Who's responsible for this? | Evidence that supports this approach | Challenge number(s) addressed |
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| Poverty Proofing the school day <ul style="list-style-type: none"> Letters sent at the start of the year outlining all costs expected over the course of the year. Stationery requirements are tailored to minimum requirements. Curriculum is accessed by all students irrespective of requirements (spare PE kits, food for DT is provided). Pupil Premium pupils attend every day trip irrespective of parental financial contributions. Pupil Premium pupils are prioritised on residential trip lists and waiting lists OHSL registers are maintained and monitored for pupil premium pupils. | JI | https://phantom.brighton-hove.gov.uk/documents/s106953/Enc.%201%20for%20Poverty%20Proofing%20the%20School%20Day%20update.pdf | 4 |
| Improving interactions with parents: <ul style="list-style-type: none"> Higher frequency of postcards home to praise good work in class. All parents are contacted for parents evening appointments, with appointments made if they can't access the software. Title Fight contact is made via Class Dojo for those pupils not engaging with reading at home after two consecutive weeks. The importance of reading is a key focus of parents evenings and forms part of the discussion. | HoY Admin Staff WD | | |

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| <p>Scaffolding SEMH support</p> <ul style="list-style-type: none"> • SEMH support is targeted and focused using a scaling system; • Referrals to SEMH pathways are targeted at pupil need and symptoms of dysregulation (removes, exclusions) are reduced. • Targetted specific interventions (Yoga, Barnados) are prioritised for pupil premium pupils. | | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 5 |
| <p>CIAEG</p> <ul style="list-style-type: none"> • Use careers guidance SLA to provide PP with individual careers interviews in Autumn term of year 8. • | | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions | |

Total budgeted cost: £ 147,805

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Last year's strategy was reviewed [here](#):