

Pupil Premium Strategy Statement

Marshland High School

This statement details our school's use of Pupil Premium funding (and recovery premium for the 2022 to 2023 academic year) 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 spend had within our school.

School overview

Detail	Data
School name	Marshland High School
Number of pupils in school	824
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Craig Jansen, Headteacher Dan Hobbs, Trust Pupil Premium Lead
Pupil premium lead	Chris Teanby, Assistant Headteacher
Governor / Trustee lead	Emma Hunt, Governor

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£222,008
Recovery Premium funding allocation this academic year	£57,132
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£279,140
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

Marshland High School is a partner school within the West Norfolk Academies Trust. Our Trust has the strategic overview of the work of our school with some powers delegated to our local governing body, which monitors educational standards and effectiveness.

WNAT provides support for teaching, learning and assessment and for leadership in our school through our Trust executive and collaboration within other Trust schools. Our Trust also uses external consultants and links with other Academy Trusts and schools to support and evaluate our school's improvement.

- Our school is a smaller than an average-sized rural comprehensive secondary school with 824 students.
- Prior attainment of our students is below that of other students nationally in reading, writing and mathematics.
- The achievement of the oldest students, as shown by KS4 progress data, is above the national expectations (2019 data).
- Majority of families are in the 3rd income decile. It is therefore estimated that a larger proportion of our students are from a socio-economic background only just above thresholds to claim FSM, concluding that there is a 'hidden' majority of our students within the cohort as a whole who are disadvantaged in comparison to the national. We receive students in Year 7 from over 25 feeder primary schools. We are a very popular school, and for the last three years have been significantly oversubscribed each new intake.
- The gender cohort differs significantly across some year groups but overall is generally in line with the national.
- The very large majority of students are of White British heritage and from these a significant number are from low-income families.
- The proportion of our students who are from disadvantaged backgrounds appears broadly in line with the national average. However, our school serves a geographic area where rural poverty is very high. Four of the lower layer super output areas (LSOAs) in Fenland are in the 10% most deprived nationally, all of which are in Wisbech. A significant proportion of our school cohort are from this area.
- The proportion of our students who have SEN support is 15.83% (130 students) and is higher than the national average (12.5%). The proportion who have an education, health and care plan 3.41% (28 students) This is slightly below the national average (4%).
- 15 students are from the traveller community (1.83%)
- The school has 11 looked after children (1.34%).
- Between 2020 and 2021, 23 pupils left the school. Of these, 6 left between Years 10 and 11. This was not significantly above the number anticipated for this school.
- The school infrastructure and buildings are dated. Despite more recent investment, the majority of school classrooms are significantly below the DfE recommendation of 60m². This restricts the flexibility of learning spaces.

- Access to alternative provision is extremely limited within West Norfolk. We actively work across two local authorities to establish approved AP for individual students where this may prove beneficial.
- The school meets the government's current floor standards.

Marshland aim to ensure our disadvantaged students, despite the barriers inferred from the aforementioned context, can excel. We aim to prepare all our young people for life in modern Britain. Developing active caring and independent citizens who lead rewarding and successful lives. We provide a safe and friendly community, where students experience a challenging and engaging curriculum, offering cultural opportunities beyond the classroom. We want all our students, particularly our disadvantaged students, to have the social confidence and education to be able to stand as equals alongside anyone else in any situation and for any opportunity.

Challenges

The key challenges to achievement identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p style="text-align: center;">Literacy</p> <p>As a school, prior attainment, reading and writing in year groups is either in line or below the national average. In Year 7, 50% (28 of 56 disadvantaged students) met the reading expected standard and 60% (33 of 56 disadvantaged students) met the expected standard in Grammar, Punctuation and spelling. The students currently in year 8, achieved the following data at the same entry point for comparison, 62% met the reading expected standard, 61% of students met the expected standard in writing and 57% met the expected standard in Grammar, Punctuation and spelling.</p> <p>A suite of assessments including STAR testing, access reading test and fluency assessments have demonstrated that we have a small number of struggling readers. A significant proportion of students are not yet reading at their age level.</p> <p>These issues have been exacerbated at MHS by the pandemic, where students have had limited access to reading material. We continue to develop our reading curriculum. Extended writing has been identified as a challenge but strategies are in place to address this. These challenges are being addressed through enhancing our curriculum and approach to quality assurance.</p>
2	<p style="text-align: center;">Self-Regulation</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. Student perseverance and passive engagement need challenging, where they fall short of expectations, in order to improve attainment and achievement.</p>
3	<p style="text-align: center;">Early Intervention</p> <p>Marshland's large number of feeder primaries makes transition work more challenging. On average Y7 students arrive with reading, writing and mathematical skills below that of other students nationally. Early diagnostic intervention to improve the attainment gap of all students is a priority.</p>
4	<p style="text-align: center;">Quality First evidence informed approach to teaching</p> <p>We continue to strengthen and develop high quality teaching in all subject areas. We are prioritising the quality of feedback and independent work within lessons to improve students' knowledge. We also recognise the importance of the link between feedback and relationships. Students will accept and act on feedback if the relationship with their subject teacher is strong.</p> <p>We prioritise the consistency with which teachers develop relationships between student, staff and parents.</p>

5	<p>Attendance</p> <p>Historically, MHS attendance is typically lower and persistent absence higher, than the national average, reflecting attendance behaviours within feeder primary schools and across West Norfolk. CV19 has been a causal factor in rates falling. This is an area that is improving however remains a target for future development so that it is at least in line with Pre-Covid national figures</p>
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Intended outcomes

The outcomes we are aiming to achieve by the end of our current strategy plan with measures to analyse achievement.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils across the curriculum, by the end of KS4, with a clear focus on EBacc subjects.</p> <p>To increase the number of disadvantaged students' studying A levels or equivalent</p>	<p>By the end of our current plan in 2024/25, more disadvantaged students will enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non-disadvantaged peers.</p> <p>In 2024/25, more of our disadvantaged students will continue their education onto A Levels or equivalent.</p>
<p>Improved reading comprehension and oral language among disadvantaged pupils across KS3 and KS4.</p>	<p>Improving literacy will improve outcomes. By 2024/25, disadvantaged pupils will achieve in line with their non-disadvantaged peers.</p> <p>Disadvantaged students will improve their reading to achieve in line with their peers as measured by their access reading tests (for all students in the school).</p>
<p>Further strengthen our evidence informed approach to teaching and learning across the school.</p>	<p>Learning walks, student voice and subject deep dives will show a further strengthening of the quality of teaching.</p> <p>GCSE results by 2025 show an improving trend in achievement for all students and progress toward eliminating the gap between disadvantaged and non-disadvantaged students.</p>
<p>Diagnostic literacy assessments in KS3 and KS4 to identify students for early intervention leading to improvements in their attainment and achievement.</p>	<p>Students with literacy needs will be identified in KS3 for early intervention, such as the read, write, ink.</p> <p>These interventions will demonstrate improvements to reading fluency and written work when compared to peers by 2025.</p>

Intended outcome	Success criteria
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding will be supported by assessment and teacher feedback of student work.</p> <p>The tracking of behaviour consequences, including fixed term exclusions will show progress towards eliminating the gap between disadvantaged students and non-disadvantaged students' negative behaviours (as shown by the consequence system) by 2024/25.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Further enhance our CEIAG offer.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students, so it is at least in-line with Pre-Covid national</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all students showing significant progress toward eliminating the gap between disadvantaged pupils and their non-disadvantaged peers. • The percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being in line with their non-disadvantaged peers.

Activity in this academic year

Details of how we intend to spend our Pupil Premium and Recovery Premium funding **this academic year** to address the challenges outlined above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£69,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff responsibility and TLR's. Strategic and operational roles to support both students and staff. This includes Pupil Premium, Assessments, Literacy, Meta-cognition, self-regulation and best use of TAs and intervention.</p>	<p>By following recommendations set out in the evidence-based research documents below, we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p> <p>Making best use of TA's. EEF.</p> <p>Improving Literacy in Secondary Schools. EEF.</p> <p>Metacognition and self-regulation. EEF.</p>	<p>1,2,3,4</p>
<p>Raise expectations of disadvantaged students' ability across staff and the community, addressing the key challenges that some disadvantaged students may face.</p>	<p>Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for the disadvantaged students, is quality first teaching.</p> <p>EEF - A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged. In addition, evidence suggests schools who create additional time to prioritise professional development have seen exceptional outcomes for disadvantaged students.</p> <p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to tackle socio-economic disadvantage.</p> <p>The attainment gap. EEF.</p>	<p>2,4,5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2,4
<p>Improving literacy in all subject areas, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development opportunities and instructional coaching focussed on each teacher’s subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1

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

Budgeted cost: **£129,640**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>We were planning to use Fresh Start (read, write, ink) for struggling readers for phonics. Students who are above the struggling readers classification but still are below age or SEND expected level receive Lexia PowerUp intervention in the 2023-24 academic year.</p> <p>Improving Literacy in Secondary Schools</p>	1,3,4

<p>Hegarty Maths, Seneca learning and Accelerated reader.</p>	<p>Purchase of external online licences via providers that concentrate on both course materials and diagnostic assessments.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2012</p>	<p>1,3,4</p>
<p>Teacher Assistants, learning and academic mentors training / small group work.</p>	<p>EEF – ‘The recommendations in this guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources.’</p> <p>Best use of TA’s. EEF.</p>	<p>1,2,3,4</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring at both KS3 and KS4 in Mathematics, English, Science, History, Geography and Modern Foreign Languages for pupils significantly impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>English, Mathematics and Science Saturday school led tutoring. Designed to address the gaps in student knowledge to improve attainment. A high proportion of students who receive tutoring will be disadvantaged, including high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£80,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve relationships in the following areas for disadvantaged students:</p> <ul style="list-style-type: none"> • Peers • Teachers • Learning <p>Pupil progress meetings will support the development of stronger relationships. The meetings will be termly, including a starting point, interim review and summative meeting.</p>	<p>EEF - Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.</p> <p>Pupil Premium Lead and Pupil Premium co-ordinator are responsible for raising staff awareness, raise student aspirations, provide data analysis, to encourage and facilitate extracurricular sessions, improve attendance, and to mentor and nurture Pupil Premium students. In-house evidence of impacts being made in certain areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	<p>2,4,5</p>
<p>Emotional wellbeing support and training of the pastoral team etc.</p>	<p>EEF - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</p>	<p>2,4,5</p>
<p>Career guidance. Development of a whole school plan plus individualised support via outside providers.</p>	<p>EEF - Strong careers information, advice and guidance, as well as educational experiences are listed in the top 10 approaches for disadvantaged pupils.</p>	<p>2,3,5</p>

Staff will get training and release time to develop and implement new procedures.	<p>EEF - Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</p>	4,5
Attendance/support officers to be appointed to improve attendance.	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
Contingency fund for acute issues.	Based on our experience, and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs yet to be identified.	All

Total budgeted cost: £279,140

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes - The performance of disadvantaged students in 2023 is above the national average in terms for value added and estimated Progress 8 measures (+0.16), which continues the positive trend of the school. The disadvantaged outcomes show a significant improvement from the 2019 GCSE results where disadvantaged students achieved a Progress 8 score of -0.25. Ebacc entry for disadvantaged was 9%. Options have been tailored ensuring that more students are completing the Ebacc subjects in Key Stage 4.

Areas for development

1. To continue to reduce the disadvantaged to none disadvantaged gap in 2024 outcomes
2. To ensure more students are entered for Ebacc.

Quality of teaching - Teaching across the school is improving for the provision of disadvantaged students and this is a continued area of focus. Evidence based research and professional CPD will further enhance this during this academic year. The school's focus on implementing metacognition is an area of focus for teachers to develop in their practice. Use of CPD to further inform and share best practice in, will improve overall effectiveness of teaching.

The schools disadvantaged lead delivered sessions at whole school and department level to raise the profile of disadvantaged students by highlighting strategies to improve teaching. Learning walks have been completed to quality assure that the strategies have been put into action in the classroom.

Student voice has been very positive on the provision provided by the school to disadvantaged students for required ICT resources, equipment, uniform and revision materials.

Areas for development

1. Prioritising disadvantaged students work/assessments to be marked first.
2. Continue to develop the research based CPD programme to promote further improvement in student's literacy skills and high-quality teaching.

Literacy - Our assessment of the contributing factors for these outcomes come from a wide array of strategies and interventions to support the students. 83% of students feel that they have achieved a higher level as a result of Read, Write, Inc support. Along with this 72.2% of students felt that the RWI intervention helped the students improve their classwork.

Of the 2022-2023 Year 7 Read Write Inc: Fresh Start cohort, 9 students were PP. These 9 students averaged a 28 month increase in their reading age from the beginning of September, when they were initially assessed, until the end of the intervention. Students began this intervention in two windows; November 2022 and January 2023. This means that in under 12 months, students saw an improvement of 28 months. This means that four students reached an age appropriate reading level. Testing for Year 8-11 takes place in September 2023, with results available in October 2023 to show progress made.

Literacy has been successfully implemented within tutor time to help students improve their reading and comprehension skills. This will supplement the subject specific vocabulary starter tasks in each lesson.

Areas for development

1. Ensure all students in the school regularly complete literacy assessments each year to further track progress and identify students who need targeted intervention quickly.

Meta-cognition and self-regulation skills - Metacognition has been interwoven into schemes of learning for all departments within the school. CPD on metacognition has been a major focus for the school, with the CPD plan incorporating session time on improving this. Along with resources from the National College, literature and sharing best practise with departments and school. Class routines are now more embedded to support positive learner behaviours.

Areas for development

1. Ensure that all classroom routines are fully embedded.
2. More regularly identify and reward positive behaviours of disadvantaged students and none disadvantaged students.

Attendance - Overall attendance for the school was above the national average.

Disadvantaged students in year 8, 9 and 11 attendance were above the FFT national attendance figures. Strategies are in place to raise the attendance for disadvantaged students in Years 8 and 11 to be in line with the other year groups.

Areas for development

1. The school will increase the number of home visits for persistent absentees.
2. Continue to develop the careers and work experience programme to increase motivation and ambitions amongst the students.

Well-being – The school has provided a range of wrap around care, extra-curricular clubs and trips/visits which are either heavily subsidised or free of charge to disadvantaged students. Disadvantaged students have been highlighted as a priority for the trips/visits. This has included university visits, sporting fixtures, galleries and field trips.

Areas for development

1. To improve well-being further more disadvantaged students to be involved in these experiences.
2. Continue to develop the careers and work experience programme.
3. More closely monitor online engagement with online learning platforms and electronic resources.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year as we continued to recover from COVID-19 related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide well being support for all students, and targeted intervention where required, including use of the school councillor. We are continuing to build on this approach in our plan.

Externally provided programmes

Programme	Provider
Read, Write Inc	Ruth Miskin Training
Lexia	Lexia Learning
Accelerated Reader	Renaissance
GCSE Pod	An access company
Class charts	TES
Sparx Maths	Sparx
The PE Classroom	GCSE Classroom Ltd
Satchell One	Teachercentric
Unifrog	Universal Destinations
IDL	Ascentis

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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