

Pupil Premium Strategy Statement

1. Summary information					
School	The Marvell College				
Academic Year	2018/19	Total PP budget	£445,995	Date of most recent external PP Review	2 nd July 2018
Total number of pupils	1035	Number of pupils eligible for PP	492	Date for next internal review of this strategy	Jan 2019

Contextual Summary						
	All	Year 7	Year 8	Year 9	Year 10	Year 11
On roll	1034	254	260	195	184	141
Male	517	131	131	109	85	61
Female	517	123	129	86	99	80
Pupil Premium	47.6% (492)	29.9% (76)*	53.1% (138)	53.3% (104)	54.9% (101)	51.8% (73)
FSM	31.2% (323)	29.9% (76)	30% (78)	35.4% (69)	32.1% (59)	29.1% (41)
LAC	1.3% (13)	2% (5)	0.4% (1)	2.1% (4)	1.6% (3)	0% (0)
Post-LAC	0.6% (6)	0% (0)	0.8% (2)	0.5% (1)	1.1% (2)	0.7% (1)
Service Premium	0.4% (4)	0% (0)	0.4% (1)	1% (2)	0% (0)	0.7% (1)
SEN K	18.4% (190)	17.3% (44)	17.3% (45)	22.1% (43)	16.3% (30)	19.9% (28)
SEN E	1.5% (15)	1.6% (4)	1.5% (4)	0.5% (1)	2.2% (4)	1.4% (2)

*Year 7 Pupil Premium figures do not include ever6, Post-Lac or SCP; this will be updated when available

End of KS4							
		All Pupils	Pupils eligible for PP	All Other pupils in School	In School Variation	Other pupils Nationally (disadvantaged)	Variation against National
2015-16 Cohort	P8	0.05	-0.03	0.11	-0.14	+0.10 (-0.38)	-0.13
	A8	41.96	37.61*	45.3*	-7.69	53.3 (41.1)*	-15.69
	Basics	51%	40%	59%	-19%	70.6% (43.1%)	30.60%
	EBacc	3%	1%	5%	-4%	29.7% (11.7%)	28.70%
2016-17 Cohort	P8	0.17	-0.02	0.3	-0.32	+0.11 (-0.40)	-0.13
	A8	43.67	37.92	46.79	-8.87	49.51 (37.0)	-11.59
	Basics	53%	40%	61%	-21%	71.2% (44.3%)	-31.20%
	EBacc	19%	12%	23%	-11%	28.2% (11.7%)	-16.20%
2017-18 Cohort	P8	-0.14	-0.28	-0.04	-0.24	TBA	
	A8	42.1	38.15	45.18	-7.03	TBA	
	Basics	59%	42%	71%	-29%	TBA	
	EBacc	11%	6.67%	13.40%	-6.73%	TBA	

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2. Barriers to future attainment for pupils eligible for Pupil Premium	
In-school barriers	
A.	Pupils' reading, writing and mathematical skills upon entering Year 7 are lower for those eligible for PP than for others, which is a barrier to them making good progress by the end of KS4.
B.	A small proportion of pupils eligible for PP (particularly FSM) present more challenging behaviour in school and are less likely to engage with the curriculum offer.
C.	Pupils who are eligible for PP arrive at The Marvell College lacking resilience and aspiration.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	The gap between pupils eligible for PP and other pupils' attendance remains significant (although again below national averages, we aspire to close this gap), this is especially the case for pupils currently accessing FSM. This reduces their school hours and has a negative impact on their progress and attainment.
E.	Our analysis shows that pupils eligible for PP are less likely to access a broad range of enrichment opportunities across sports, art and culture. This impacts on their confidence to try new things and involve themselves with in-school activities. Furthermore, unfamiliarity with cultural experience can impact on how they access examination questions that have a cultural context.

3. Outcomes								
	Desired outcomes	Success criteria						
A.	<p>High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.</p> <p>High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP.</p> <p>Outcomes by the end of Key Stage 4 show that progress of "all other pupils" significantly exceeds national average (TMC +0.3 v NA +0.11) whilst the progress of "disadvantaged" pupils falls in line with all pupils nationally. (TMC disadv -0.02 v NA all -0.03). Therefore, there is a clear need to further accelerate the rates of progress of disadvantaged children so that it falls more closely in line with that of all other pupils.</p>	<p>Those eligible for the PP in Year 7&8 make expected progress against internal targets by the end of the year.</p> <p>We will measure this using our internal data tracking system which has been set so that pupils follow a flight path leading to them making better than expected progress by the end of KS4</p> <p>. Further supporting evidence will include:</p> <ul style="list-style-type: none"> - Reading ages data at the start and end of the year - English Data Response reports following whole school data collections - Mathematics Data Response reports following whole school data collections <p><u>Outcomes for KS4</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Attainment 8</td> <td style="text-align: right;">EBacc</td> </tr> <tr> <td>All – 46 PP – 42</td> <td style="text-align: right;">9-4: All – 35% PP - 20%</td> </tr> <tr> <td></td> <td style="text-align: right;">9-5: All – 25% PP - 12%</td> </tr> </table>	Attainment 8	EBacc	All – 46 PP – 42	9-4: All – 35% PP - 20%		9-5: All – 25% PP - 12%
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		<p>Basics</p> <p>9-4: All – 68% PP - 50%</p> <p>9-5: All – 45% PP - 25%</p> <p>Mathematics</p> <p>9-4: All – 72% PP - 60%</p> <p>9-5: All – 50% PP - 38%</p> <p>English Best</p> <p>9-4: All – 75% PP - 63%</p> <p>9-5: All – 55% PP - 40%</p>
B.	Improving trends in the behaviour and engagement of identified Pupil Premium pupils.	<p>Fewer repeated low level behaviour incidents recorded for these pupils on school systems without changing recording practices or lowering expectations and standards. More Pupil Premium pupils are engaged in school life.</p> <p>This will be evidenced using:</p> <ul style="list-style-type: none"> - An increased percentage of Pupil Premium pupils gaining sufficient PRIDE points to meet the regular thresholds for rewards - Decline in the number of repeat yellow cards, punctuality marks and isolations for Pupil Premium pupils - Increase in the proportion of Pupil Premium engaged in extracurricular activities <p><u>Narrowing the gap (SIP target)</u> The proportion of YC issued to PP, SEND and male students reduces from Trimester 1 17/18 data.</p> <p>The top 10% of students receiving YC becomes less than 50% PP students.</p>
C.	Increased attendance rates for pupils eligible for PP to narrow the gap between them and other pupils nationally.	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 15% or below, we aspire to be significantly below the national average for this cohort and narrow the gap between other pupils nationally. Overall attendance amongst pupils eligible for PP improves from 92.9% to 94.0%.</p> <p><u>Narrowing the gap (SIP target)</u> PP absence to be within 1% of whole cohort FSM absence to be within 1.5% of whole cohort.</p>
D.	Increased exposure to a range of aspirational futures Pupils eligible for PP receive additional experiences to raise their aspirations	The percentage of PP pupils involved in extracurricular and enrichment activities to be the same as or greater than 'others'.

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	including enrichment activities and CEIAG support.	SIP target 50% of all PPG pupils have engaged in at least 1 enrichment visit or experience as part of the wider curriculum.
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4. Planned expenditure

Academic year	2018/19
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The three headings below demonstrate how The Marvell College is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching For All

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you Review implementation?
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	Review class sets and allocate PP pupils most likely not to make good progress to the most experienced/effective teacher regardless of setting arrangements. (EF) <i>ACADEMY COST</i>	Our data analysis has identified that our most experienced and effective teachers bring about good levels of progress with all pupils including those who are disadvantaged. Often these teachers are Heads of Department. Adjusting class sets to expose most vulnerable PP pupils to the very best teaching will increase their chances of making good levels of progress.	Data response 4 for 2016-17 was focused entirely on PP pupils. Senior Links have met with HOD to review PP allocation to the most effective teachers based on low levels of progress previously. We will conduct work scrutiny, lesson observations and data analysis throughout the year to monitor impact and refine approaches	MCo DMa	Following four Data Collections
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	Appointment of Assistant Headteacher to lead teaching and learning and whole school CPD. <i>£59,000</i>	During 2017/18 our needs analysis demonstrated weaknesses in students' communication skills, and in the confidence of teachers to facilitate improvements in these areas. As such, the appointment of an AHT with a proven track record of leadership in English and a clear direction to deliver high	AHT already has a proven track record and will report directly to the curriculum Deputy.	LAd	Staff Voice after CPD QA of Teaching and Learning

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		quality CPD is to be at the forefront of our approach to improving quality first teaching for all pupils.			
A. High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.	Appointment of lead teachers in literacy/English <i>£51,000</i>	To provide systematic approaches to improving literacy levels across the school with a particular focus on KS3. Pupils enter the school significantly below NA for reading and writing which is a limiting factor on their ability to learn well. Improving reading ages, breadth of language, vocabulary and comprehension is essential to good learning.	The lead teachers in English will be line managed by the Assistant Headteacher responsible for teaching and learning who is a part of the teaching and learning team which reports to the curriculum Deputy. This provides a coherent approach to CPD, T+L which serve our SIP priorities to ultimately improve outcomes and narrow gaps	DMA LAd	SRS testing in September, January (PP sample only) and July SLT work scrutiny – 7/11, 21/11 & 9/01 Dept. work scrutiny – Within CDM time
A. High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.	Continued use of Accelerated Reader and upgrading of the library through the purchase of new books. (EF) Efficacy Trial <i>AR = £11,560</i>	High profile access to a range of exciting age appropriate books will support pupils in reading for pleasure and improving their reading levels.	All Y7 pupils have an hour a week where they are based in the library for their lesson with their English teacher. This is supported by the literacy mentor and a TA who will work specifically with PP pupils of different abilities. During this time, they will work on developing their reading and will be required to read aloud. The resource is also available for pupils' access in their social time.	ECr	SRS testing in September, January (PP only) and July Observation of reading lessons
A. High levels of progress in reading	Refine school approach to class reader provision/text	An additional hour of teaching time in year 7 will	Texts used for class reading will be selected by the	LAd	Observation of reading lessons

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<p>and writing for Year 7&8 pupils eligible for PP.</p>	<p><i>ACADEMY COST</i></p>	<p>be dedicated to reading. Ensuring that texts covered within this reading lessons are not only sufficiently challenging but also address SMSC themes will ensure that areas we have identified in our PSHCE scheme of work are promoted across the curriculum.</p>	<p>Assistant Headteacher with responsibilities in teaching and learning, this will be done with collaboration with our PSHCE lead.</p>	<p>ACh</p>	
<p>A. High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.</p>	<p>Implementation of the Skills Academy Reading Program <i>£7748 (Cost of program plus 1 hour of AHOY time in Y7 and Y8)</i></p>	<p>This nationally recognized program was previously known as the Premier League Reading Stars and has now been verified by the Reading University. A previous trial led to significant gains in reading ages, particularly of the lowest ability PP pupils. Engagement was also very high.</p>	<p>Two Assistant Heads of Year in Y7 and Y8 will each lead this program for an initial 12 weeks with 15 identified PP pupils. They will receive training and guidance from the Literacy coordinator</p>	<p>ECr DRE Tigers Trust</p>	<p>February 2018 following completion of initial group. June 2018 for second group</p>
<p>A. High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP.</p>	<p>Introduction of additional teachers to support with pupils who do not grasp the concept within a lesson <i>(EF) Small group / 1 to 1 tuition</i> <i>£30,000</i></p>	<p>This approach is influenced by KS3 intervention in previous years which led to narrowing of the gaps between PP pupils who had experienced small group intervention support. The approach is designed to identify PP pupils who are required to 'catch up' and they will receive the most intensive support. Other PP pupils will be identified to</p>	<p>An AHT has responsibility for the leadership of mathematics. He is highly skilled within this area and works closely with the Head of Maths, Lead Practitioner and KS3 coordinator for mathematics and oversees the deployment of the mathematics tutors and additional teaching staff to aid progression.</p>	<p>PMa KKi</p>	<p>Following each of the 4 data collections</p>

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		<p>ensure that they 'keep up' and make faster rates of progress.</p> <p>This enables groups of pupils in each class set to move forward together and addresses issues of confidence that we have seen in some PP pupils who have fallen behind due to missed school days.</p>			
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	<p>Appointment of a qualified English teacher as year 7 learning mentor used for additional English lessons, particularly with LAC pupils.</p> <p><i>£20,226</i></p>	<p>Pupils in Looked after Care within our school arrive with progress in English below that of their peers. To ensure that we can have maximum impact on progress, delivery of additional sessions will be by a qualified teacher.</p>	<p>Year 7 learning mentor will liaise with the English department to ensure that the content delivered in these sessions meets the learning needs of the pupil. This will be done using the question level analysis of both KS2 and year 7 baseline assessments.</p>	<p>HOYs ACh</p>	<p>QA of mentoring sessions</p>
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	<p>Implementation of Numeracy Ninjas and Word Warriors</p> <p><i>£3000</i></p>	<p>Both of these initiatives were implemented last year and proved effective in improving and reinforcing basic numeracy and improving breadth of vocabulary.</p>	<p>Lead practitioner in Mathematics and Literacy Coordinator will work with year leaders to ensure that both programs are implemented and delivered consistently for identified pupils in KS3.</p>	<p>ECr AAv HOYs</p>	<p>Following 4 data collections</p>
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	<p>Appointment of Teaching research leaders</p> <p><i>£7,817</i></p>	<p>Newly appointed research leaders to establish and begin projects around the teaching and learning priorities. The outcomes of these projects can then be analysed to ensure that</p>	<p>All projects will be agreed by the AHT leading teaching and learning and then monitored throughout their delivery. This will also be monitored by the curriculum Deputy.</p>	<p>LAd</p>	<p>Reviewing impact and refining trialled strategies and sharing outside of teams through whole-school CPD.</p>

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		future interventions have a greater impact on progress.			
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	<p>Specific training at the start of the school term and throughout the year for all teaching and support staff on specific developmental and social issues related to PP pupils that impact on their learning.</p> <p><i>ACADEMY COST</i></p>	<p>The proportion of disadvantaged pupils at The Marvell College is almost double the national average. Pupils arrive significantly below national average based upon KS2 points score. PP pupils arrive further behind.</p> <p>All staff joining The Marvell College will now be required to undergo 'mandatory training' which includes covering the basic issues related to PP pupils.</p> <p>Further training informed by needs identified in our quality assurance will be delivered on a 4 weekly cycle during curriculum development meetings.</p>	This aspect of mandatory training forms part of the induction program for all new teachers and support staff.	LAd MPu	Following 4 data collections
A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.	<p>Adjustments to TA contracts to allow them to attend all training aimed at improving the progress of pupils eligible for PP. This includes weekly CDM meetings with our SENCo.</p> <p><i>£5,215</i></p>	A significant percentage of TA time is spent supporting pupils eligible for PP funding. Therefore, upskilling TAs will be essential in improving the support of these pupils and ultimately their progress.	Ensuring that TAs attend training alongside teachers will allow them access to our best training from our most skilled practitioners. Furthermore, our SENCo is classroom based and her pedagogical skills will ensure that weekly CMD training with TAs will focus on progress within the classroom.	LAd MPu	Following 4 data collections: -SEND analysis
A. High levels of progress in	Specific training for those teaching the lowest ability	The introduction of the academic nurture group has	Course selection using evidence of effectiveness	MPu LAd	Following 4 data

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<p>reading, writing and mathematics for Year 7&8 pupils eligible for PP.</p>	<p>PP pupils. (e.g. Ruth Miskin, ASDAN and Lexia training)</p> <p><i>£5000</i></p>	<p>had a positive impact on the learning and personal development of the lowest ability and PP pupils.</p> <p>It is therefore important to ensure that there is a coherent approach to improving the literacy of these pupils during foundation subjects and when then enter KS4.</p>	<p>within the nurture provision to ensure coherent approach across other subjects for the lowest ability pupils.</p> <p>Interface between AHT responsible for T+L and the SENCO along with jointly delivered training and quality assurance will ensure impact is measured and further refinements are made to training and provision for LA PP pupils.</p>	<p>ECr</p>	<p>collections</p>
<p>A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP.</p>	<p>Reducing class sizes through the appointment of additional teachers has enabled us to create additional sets in English, Mathematics and Art, Design and Technology. (EF) Reducing class sizes</p> <p><i>£84,055</i></p>	<p>Coupled with the strategy to allocate specifically identified PP pupils to the most experienced/effective teachers; this strategy is aimed at ensuring that teachers are more able to address specific pupil issues through quality first teaching and improved pupil to teacher ratio in a fast growing school.</p>	<p>Heads of Department, supported by senior links will track the progress of identified PP pupils at class level throughout the year and report back in their data response report following four data collections each year.</p>	<p>DMA</p>	<p>Following 4 data collections</p>
<p>A. High levels of progress in reading, writing and mathematics for Year 7&8 pupils eligible for PP</p>	<p>Academic Nurture Provision in KS3. (EF) Small group tuition / Social and Emotional learning</p> <p>60% of pupils in Academic Nurture are eligible for PP funding</p> <p><i>£40,000</i></p>	<p>Positive impact of this provision has been evident over the previous two years. Further improvements to the quality of this provision include the appointment of a primary trained teacher.</p>	<p>The academic nurture provision will be monitored and quality assured in the same way as the rest of the school curriculum.</p> <p>Additional outcome measures will also be considered, including attendance and behaviour data.</p>	<p>PMA</p>	<p>Following 4 data collections: -SEND analysis</p>

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A. Outcomes by the end of Key Stage 4 show that progress of “all other pupils” significantly exceeds national average (TMC +0.3 v NA +0.11) whilst the progress of “disadvantaged” pupils falls in line with all pupils nationally.	Targeted support at KS4 in English and Mathematics. (EDF) Small group / one to one tuition <i>£40,000</i>	Changes in the GCSE specifications mean that we must prioritise support for PP pupils in both of these subjects in order to ensure that pupils ‘catch up’ and ‘keep up’. English outcomes were down on the previous year whilst Mathematics were significantly up.	The subject leaders of both of these subjects are line managed by the HT and DHT curriculum. Weekly, minuted link meetings will ensure a systematic approach is taken to ensure support is effective in narrowing gaps.	LAd PMA KKi	Following 4 data collections: PP analysis and gaps
A. Outcomes by the end of Key Stage 4 show that progress of “all other pupils” significantly exceeds national average (TMC +0.3 v NA +0.11) whilst the progress of “disadvantaged” pupils falls in line with all pupils nationally.	KS4 Progress support through resources and intervention: -Provide Y11 PP pupils with free revision guides / resources <i>£5000</i>	This strategy is well received by pupils in previous years and ensures that we remove financial barriers to pupils accessing high quality resources to support their revision.	Subject leaders will ensure that regular home learning is set for pupils to complete which will be supported through revision guides and pupil workbooks. Home learning support will be in place to help pupils who have difficulties completing study at home.	RJo HODs	Home learning reviews/scrutiny: 27/11 & 19/03
A. Outcomes by the end of Key Stage 4 show that progress of “all other pupils” significantly exceeds national average (TMC +0.3 v NA +0.11) whilst the progress of “disadvantaged” pupils falls in line with all pupils nationally.	Development of a bespoke PSHE curriculum <i>ACADEMY COST</i>	Our PSHE provision will be designed to address key issues that have been identified by our safeguarding team and those issues that pupils are facing in their everyday lives. This will include CIAG and SMSC topics.	Responsibility for PSHE delivery will be taken on by an Assistant Headteacher. As the safeguarding lead the AHT will ensure that the themes addressed in PSHE are representative of the needs of the pupils within our context.	Ach AWi HOYs	Learning walks during each PSHE session delivered throughout the year
Quality of Teaching for All Budget Cost					£369,621

ii. Targeted Pastoral Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review

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		for this choice?			implementation?
<p>B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p> <p>C. Increased attendance rates for pupils eligible for PP.</p>	<p>Continued deployment of pastoral Deputy Headteacher and Appointment of pastoral AHT to lead year 9 and support newly appointed HOY.</p> <p><i>Proportion of Academy staffing cost: £39,150</i></p>	<p>Experienced pastoral Deputy head will ensure improved strategic pastoral leadership.</p> <p>This in turn provides an opportunity to place two highly competent leaders within the year leadership structure to work alongside other Heads of Year and AHOYs.</p> <p>High quality leadership of children, coupled with modelling and coaching of effective pastoral leadership behaviours will increase our capacity to grow future pastoral leaders whilst impacting directly on our SIP priorities of PP pupil outcomes.</p>	<p>Systematic leadership supervision, support and accountability meetings will take place weekly and focus entirely around SIP outcomes which are heavily influenced by PP outcomes.</p>	<p>RBr AWi</p>	<p>Attendance and Behaviour data half termly.</p>
<p>B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p> <p>C. Increased attendance rates for pupils eligible for PP.</p>	<p>Appointment of Assistant Heads of Year (AHOYs)</p> <p><i>£10,000</i></p>	<p>The success of similar appointments in 2017-18 has led us to continue to fund these positions in 2018-19. 5 AHOYs with a specific focus on carefully identified PP pupils in each year group is a cost effective way of ensuring our very best personal tutors are able to have a greater impact</p>	<p>Under the guidance of senior pastoral leaders, year teams will identify PP pupils who are PA (2017-18) and accrue the most yellow cards and least PRIDE points and allocate to the AHOY as their personal tutor.</p> <p>The AHOY will formally meet, implement a</p>	<p>RBr AWi</p>	<p>Half termly through year team PRF</p>

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		<p>on pupils who need the most effective care, guidance and support.</p> <p>This is a similar strategy to carefully placing identified PP pupils with the most experienced and effective teacher.</p>	<p>range of support and track the behaviour and engagement of these pupils.</p>		
<p>B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p>	<p>Continued implementation of the PRIDE points reward system.</p> <p>£13500</p>	<p>The initial launch of the PRIDE points saw a significant reduction in yellow cards and repeat yellow cards for all pupil groups.</p> <p>Manual data analysis showed that this had the biggest positive impact on the PP cohort.</p> <p>Specific focus on praise, encouragement and celebration for PP is essential in challenging negative self perception, raising aspiration and recognising effort and determination before achievement.</p>	<p>Weekly analysis spreadsheet to be refined in order to automatically compare PP and other pupils. The pastoral Deputy head will have responsibility for ensuring that PRIDE points and related reward certificates, trips and assemblies are administered in line with policy and that there is a specific focus on the recognition of disadvantaged pupils.</p>	RBr	<p>Weekly PRIDE points analysis</p> <p>Half termly year leaders PRF forms</p>
<p>B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p> <p>C. Increased attendance rates for pupils eligible for PP.</p>	<p>PP pupil led coffee morning for local elderly residents.</p> <p>PP parents' coffee morning.</p> <p>£1000</p>	<p>We have made links with a local company called SportAbility who engage the local community focusing on disadvantaged groups and the elderly.</p> <p>We believe that a regular coffee morning involving PA PP pupils, supported by</p>	<p>The pastoral Deputy Head will co-ordinate these initiatives with the support of other pastoral staff.</p>	ACH	<p>Half termly attendance and Trimester</p>

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		<p>key pastoral staff will help build a sense of community responsibility and thus belonging in the identified pupils.</p> <p>This is an experimental pilot project which we hope will impact positively on identified pupils' attendance and engagement in school/community life.</p> <p>In addition to this we will host a regular informal coffee morning for parents of PA PP pupils. The purpose of this is to engage them on an informal level in order to build relationships and help them access local services and opportunities which we will introduce over time.</p>			
B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.	<p>Social and Emotional Nurture Provision in KS3.</p> <p>(EF) Social and Emotional Learning</p> <p><i>Academy staffing cost</i></p>	<p>The introduction of a social and emotional nurture provision during the previous academic year saw improvements in the behaviour and engagement of a small proportion of PP pupils who required intensive support.</p> <p>The provision will be underpinned by an academic curriculum</p>	The Deputy Headteacher/SENCo will have responsibility for the curriculum and quality assurance and impact of the provision. This will be reported directly to the pastoral Deputy	RBr	<p>Termly and trimester analysis of:</p> <p>FTE Yellow Card Data</p>

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		alongside a recognized social and emotional program.			
B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.	Appointment of tigers trust representative to be based in school. <i>£6000</i>	Success in previous interventions where sport has been used as a foundation for academic progress leads us to believe that increasing these opportunities will positively impact on behaviour and engagement.	AHT responsible for inclusion alongside the SENCo will monitor the provision involving the tigers trust.	PMn MPu	Behaviour and attendance data of pupils involved in interventions.
B. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.	Appointment of Family support and emotional well being link worker <i>£11,000</i>	As the College develops a more forensic understanding of the issues our pupils and their family's face on a daily basis, it soon became clear that the skills within our school were not entirely able to fully support all pupils and parents. Therefore, the appointment of a link worker with expertise in the areas of social and emotional mental health allows us to offer more effective support and guidance to our most vulnerable pupils.	The family support and emotional well being link worker will work closely with the Pastoral Deputy Head to ensure that the pupils/families with the greatest need are identified and the impact of support is monitored.	TCO RBr	Behaviour and attendance data of pupils involved in interventions.
Targeted Support Budgeted Cost					£80,650

iii. Targeted Extra Curricula Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased exposure to a range of aspirational futures.	Specific CIAG activities and experienced for PP pupils.	It is widely reported that high quality CIAG activities are essential to providing	AHT with responsibility for KS4 will oversee the CIAG provision for the whole	RBr Ach PMn	Enrichment uptake analysis by proportion of pupil group:

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	<p>Ensure minimum of 50% of PP pupils are represented on enrichment/CIAG activities.</p> <p>£4000</p>	<p>pupils with the knowledge and inspiration to pursue an aspirational career.</p> <p>More advantaged pupils are exposed to opportunities, advice and experiences that disadvantaged pupils are not.</p> <p>We will provide PP pupils with exposure to industry, universities and help them to make links between school and a future career to motivate and encourage them.</p>	<p>college with a particular focus on PP pupils.</p> <p>In addition, we will revise the trips proposal form to include a section that ensures staff consider PP pupils and aim for a 50% representation of PP pupils. This is above the school proportion of PP pupils and will serve to ensure we maximise their exposure to high quality experiences and aspirational futures.</p>		<p>Termly report on governors dashboard</p>
<p>D. Increased exposure to a range of aspirational futures.</p>	<p>Welfare fund to overcome financial barriers some PP pupils face.</p> <p>£5000</p>	<p>Pastoral leaders have a forensic understanding of many of the challenges and barriers that our most disadvantaged pupils face.</p> <p>This enables us to be proactive in addressing potential financial barriers that pupils face. These can range from purchasing uniform and equipment, accessing school trips, using public transport to get to school and providing food for children and families. This list is not exhaustive.</p> <p>Senior staff will carefully consider the allocation of</p>	<p>Pastoral leaders will raise issues of financial barriers in their weekly pastoral/welfare meeting.</p> <p>Any requests will be considered by a team of senior staff and the finance manager who is a qualified accountant.</p>	<p>RBr</p>	<p>End of year PP strategy review</p> <p>Finance report to Trustees</p>

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		any welfare monies and always liaise with the finance manager prior to any allocation.			
D. Increased exposure to a range of aspirational futures.	Increased holiday provision within school holidays. <i>£5000</i>	Previous summer school provision has demonstrated that this not only increases pupils access to healthy activities and food, but also acts as an invaluable safeguarding tool. This allows us to 'check in' with vulnerable pupils and ensure that they are safe when they are away from the routine of school.	AHT responsible for inclusion will organise holiday provision liaising with the local youth team and other agencies such as tigers trust.	PMn	Provision review after each holiday.
C. Increased attendance rates for pupils eligible for PP.	School breakfast club provision <i>£1000</i>	Pupils who attend the current provision are very positive and have good attendance. We would like to extend this offer by increasing both the options for different foods and by inviting a larger number of key pupils eligible for PP funding.	AHT responsible for inclusion will organise breakfast club, liaising with the TA team that run it and HOYs to ensure the correct pupils are attending.	PMn	Half termly
Other Approaches Budgeted Cost					£15000
Total Budgeted Cost					£465,271 <i>£19,276 prediction over the allocated budget to be financed from school budget</i>

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Education Endowment Foundation (EEF) – Pupil Premium Teaching & Learning Toolkit

The Sutton Trust - EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers an extensive range of topics, each summarised below in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Rating	Potential Gain	Summary
1 Arts participation	£ £	★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £	★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£	★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £	★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£	★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£	★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£	★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£	★ ★ ★	+ 2 Months	Low impact for very low
13 Learning styles	£	★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£	★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £	★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£	★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.

Approach	Cost Estimate	Evidence Rating	Potential Gain	Summary
18 Oral language interventions	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£ £ £	★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£ £ £	★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£ £	★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£ £	★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£ £ £ £ £	★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.

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27 Repeating a year	£ £ £ £ £	★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28 School uniform	£	★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£	★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30 Small group tuition	£ £ £	★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning (SEAL)	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£ £ £	★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools	£ £ £	★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34 Teaching assistants	£ £ £ £	★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence

Figure 2: Building blocks for success

Based on interviews with senior leaders from more and less successful primary, secondary and special schools, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success.

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1. Whole-school ethos of attainment for all




2. Addressing behaviour and attendance



3. High quality teaching for all



4. Meeting individual learning needs



5. Deploying staff effectively



6. Data driven and responding to evidence



7. Clear, responsive leadership

