

## Pupil premium strategy statement – The Magna Carta School

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	1038
Proportion (%) of pupil premium eligible pupils	23.89%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	10 December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr C Adams
Pupil premium lead	Mr P Birch
Governor / Trustee lead	TBC

## Part A: Pupil premium strategy plan

### Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

1. Ensure that all PP students **participate in** the academic and wider curriculum to the same extent as their peers
2. Reduce persistent absenteeism amongst PP students
3. Collect PP post-16 destination data to evidence an increasing number of students accessing **level 3 pathways**

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies.

Additionally the school will develop high quality pastoral support and attendance intervention to meet the needs of our students, especially PP students, LAC and Post LAC students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote the Magna Carta Way. This promotes the school's values and high expectations for all students, regardless of disadvantage or need.
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning,**
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes,** that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need.**

## Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers with significantly higher numbers of students with persistent absence
3	PP students' reading ages are lower on average than their peers on entry to the 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
Improve student outcomes at KS4	PP end of KS4 P8 scores (or attainment for summer 25 and 26) demonstrate an improvement on the previous summer's results.
Improve the quality of teaching and learning with "quality first teaching" in all classrooms	Learning walks, book looks and faculty/subject reviews identify that all students experience lessons that enable great progress to be made.
Improve attendance of PP students	PP attendance is in line with non-PP peers. The number of PA students who are PP is minimal.
PP students to engage in a wide range of enrichment activities to the same level as their non-PP Peers	A high proportion of PP students engage in enrichment activities, including after school clubs.

<p>Provide high quality CEIAG provision to all PP students:          Improve access to further education paths in to post 16 education.          Ensure all PP students are provided with at least two meaningful encounters with a careers adviser. Improve attendance of PP students to careers related trips and experiences.</p>	<p>Apprenticeship and college information event provided to all year 10 and 11 students, with attendance of PP students in line with non-PP students.          Students in all years at least have 1 career related trip / experience per school year          All PP students are supported with applications and priority interview</p>
<p>Improve the literacy of PP students</p>	<p>To have developed a whole school literacy policy that includes strategies for PP students</p> <p>To review the existing offer of literacy support outside of normal lessons</p> <p>To review and develop the teaching of literacy across all subjects.</p> <p>To have accurate an up to date reading age data on all pupils to support targeted and purposeful intervention and support</p>

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All students have the resources they need to make good progress  <i>Education consumables (books etc)</i></p>	<p>Funding allocated to ensure all students have access to the equipment and learning resources they need to engage fully with the curriculum removing financial barriers.</p>	<p>1,</p>

<p>Staff training to ensure all students engage with high quality teaching and are motivated to learn.</p> <ul style="list-style-type: none"> <li>• Annual subscription to Walkthrus</li> <li>• Cross Trust CPD for all staff</li> </ul>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning/ feedback + 6 Months</p>	1,
<p>Introduce and develop Accelerated reader to improve literacy amongst all students in a new library.</p> <p>Embed current use of Lexia and sparks reader to support needs of students with low reading levels.</p>	<p>Accelerated reader has been reported Slavin, &amp; Haslam, 2019) to have a significant effect size of +0.24 (p&lt;.05).</p> <p>EEF approved intervention supporting an individualised approach to reading development.</p>	1, 3
<p>Further develop accountability, QAR systems and collective ownership of PP student progress. PM targets to address pupil premium progress where appropriate.</p>	<p>DFE guidance on Teacher Standards states that ‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development.’</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	1, 3
<p>Develop data analysis and tools to ensure robust tracking systems are in place and that CTLs are clear on how to use data to drive improvements.</p>	<p>The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement</p>	1, 2, 3,

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

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This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing subject specific revision and intervention sessions.</p> <p>£20,948 Re-n-gage £26,688 Nudge Education £58,310 Surrey Online £17,100 WPA £16,000 Football Beyond Borders</p>	<p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact on final outcomes in previous years.</p>	1,

Develop stronger leadership of EAL provision through appointment of EAL coordinator and the use of Flash Academy to support students with low levels of English	45% of EAL students learning with flash academy progress by 1 or more proficiency grades over a 12 month period compared to 18% national average	1, 3

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

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance activities, including: <ul style="list-style-type: none"> <li>Review and update attendance policy</li> <li>Incorporate attendance into transition planning</li> <li>Work with PP parents and students to identify specific barriers to attendance</li> </ul> £800 Uniform support <ul style="list-style-type: none"> <li>Target support based on specific barriers</li> </ul>	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student	3
Provide high quality pastoral care including mentoring and support of vulnerable students by Year Team  Increase the hours of employment for educational welfare officer to support PP persistent absences.  Year Team Leads and the wider Pastoral Team	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	3

Continued development of leadership of PP – development of year team role to include a greater focus on pupil premium students	The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1, 2, 3,
<p>Increased Enrichment offer for students including funded after school activities for Year 7 and 8 and £3,930 Pupil Premium Bursary (support for students to attend school trips/events)</p> <ul style="list-style-type: none"> <li>•</li> <li>• whole school enrichment days with off site visits designed to develop participation and cultural awareness, residential visits throughout the year, with financial support where needed.</li> <li>•</li> </ul>	Social Mobility Commission research and analysis suggests that extra curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g., achievement, attendance at school). Also that, participation in extracurricular activities - specifically music classes and playing a wide range of sports – are important in increasing intentions to remain in education after compulsory schooling.	1,2, 3

Additionally the remainder of the PP allocation is used to support core staff that work closely with PP cohort.

**Total budgeted cost: £ 215,775**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The latest validated assessment data shows that students made good progress in the last academic year given their individual starting points. Our focus on providing students high quality teaching and enrichment opportunities has supported them to make good progress. For our Year 11 students, who were particularly disadvantaged by the COVID-19 pandemic, this resulted in them being well prepared and motivated for their examinations in the summer term. Our headline outcomes measures have shown improvements since the last time students at the Magna Carta School sat formal examinations in that our published Progress 8 score has improved. Additionally, high and middle prior attainers achieved positive Progress 8 scores. Almost every subject achieved a positive Subject Value Added score, which is a fantastic achievement given the many challenges that our students and our community have experienced during over the past five years, and particularly given the disruption to the school community last year due to the presence of RAAC.

Our continued Trust focus on enrichment opportunities has supported disadvantaged students to access the wider curriculum ensuring that students can access opportunities that would they may not otherwise be able to access. Internal data shows that our reading catch-up programme is continuing to have a positive impact on students with lower than average reading ages. Our school-wide focus on ensuring that students experience 'great lessons every day' is continuing to have a positive impact, with internal quality assurance processes indicating greater consistency across the school. We will continue with this approach in order to sustain these successes over time.

Attendance data shows that our attendance rate is higher than the national. At a time where attendance has become a national priority, this is a great achievement given the many barriers to attendance that impact our school community. We have continued to invest heavily in our pastoral team, including the appointment of a visiting EWO, to support the removal of the many barriers to students attending school regularly and learning. We have also invested in a range of support for students, including access to speech and language therapists as well as educational psychologists. This enabled students to access the curriculum and cope with the varied experiences that students have had of education over the last five years.

We have continued to provide our disadvantaged students with a wide range of opportunities that are contributing to their development. We are now placing a deeper focus on character education which, when embedded, will support students to understand how to be responsible citizens and access the many opportunities that life in modern Britain has to offer. Our wide ranging extra-curricular offer has further developed students' experiences and have broadened the opportunities available to them to be as successful as students who are in the 'non-disadvantaged' group. Furthermore, we continue to support students to access the Duke of Edinburgh scheme to enable them to develop and sustain positive relationships with their peers as well as expose them to building new skills and lifelong learning.

Our CEIAG provision continues to meet the requirements of our Gatsby Framework and our students, including looked after children and pupil premium students, continue to be well prepared for future success in education and training, with the number of students moving onto a suitable post-16 pathway being in line with the national average.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
1:1 Tailored interventions	Catch Up Academy
Supporting Young People to Re-engage back into education	Re-n-gage
FBB Schools Programme	Football Beyond Borders
Tailored Education Interventions	Nudge Education
Mental Health Interventions	Nudge Education
Yes Project	Surrey County Council
Surrey Online School	Surrey Education Services
EAL Intervention	Flash Academy
Private Educational Welfare Service	WPA
Bronze and Silver Awards	Duke of Edinburgh Programme