

Marylebone Boys School

Pupil Premium Strategy Statement

School Overview

School overview	
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	48%
Academic year or years covered by statement	2022/23 – 2025/26 to reflect move to an advised three year strategy (to be reviewed annually in line with funding)
Date this statement was published	Summer 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Richard Ardron, Headteacher
Pupil premium lead	Richard Ardron, Headteacher
Governor lead	Margaret Mountford, Chair of Governors

Funding Overview

Detail	Amount (£)
Pupil Premium funding allocation this academic year	£258,000
Pupil premium funding carried forward from previous years (if applicable)	£0
Total budget for this academic year	£418,132

Part A: Pupil Premium Strategy Plan

Statement of Intent

In line with our mission *to support boys to achieve their full academic potential and become well-rounded, resilient citizens prepared for life beyond school through application and hard work*, it is our intention to provide an inspirational and inclusive teaching and learning environment with outstanding quality first teaching for all our pupils.

All boys, irrespective of their background or circumstances, will be given every opportunity to achieve academic success. We know our boys personally and as individuals and we will work hard to ensure no boy is left behind socially or academically because of disadvantage.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged students can be:

- less available support at home
- poorer language and communication skills compared to non-PP peers
- lack of confidence due to poor academic outcomes
- more frequent behaviour difficulties and
- attendance and punctuality issues
- greater negative impact of Covid19 experienced by PP students compared to their non-PP peers

As outlined in our Pupil Premium Policy, we will ensure that Pupil Premium funding is used to provide support and improve the outcomes for this key group of students.

We aim to:

- Provide quality first teaching without exception
- Be consistent, yet flexible and responsive
- Address core subjects, but also wider progress and the whole child
- Respond to individual needs and differences, while avoiding stigma or marginalisation
- Make effective use of data - to inform intervention that is meaningful, not mechanistic
- Be creative and innovative - but with tangible, measurable outcome

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will draw on research evidence, from the EEF and others, plus evidence from our own experience of past years, to provide support for our PP students.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students underperform in comparison to their non-disadvantaged peers, in particular in English and maths
2	Lower levels of literacy and numeracy skills
3	Number of students identified as SEND and disadvantaged
4	Attitudes to learning and behaviour result in higher levels of disengagement and exclusion for PP students
5	Lacking cultural capital, resilience and low aspirations for PP students

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
Achieve positive progress 8 score	Achieve positive progress for disadvantaged pupils to ensure that the gaps in progress are in line with their non-disadvantaged peers
Achieve attainment 8 in line with attainment for all students	Achieve national average for attainment for all students
Achieve average English and maths 5+ scores in line with non-disadvantaged students	Achieve average English and maths 5+ scores to ensure that the gaps in achievement are in line with their non-disadvantaged peers
Improve literacy and numeracy levels so that pupils are able to access the whole curriculum, especially focusing early in key stage 3.	90% of all PP KS3 read at, or above, chronological reading age with standardised reading scores in line with, or above, national averages.
Improve attendance and limit exclusions	PA rate for PP will be in line with, or lower than national averages and there will be a decrease in the number of exclusions in line with national average for all boys. This will also be reflected in a reduced number of behaviour incidents recorded for PP students.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience to improve aspirations	All extra-curricular trips and visits will ensure that at least 40% of students attending will be PP. Parental engagement will ensure barriers to attendance are addressed. All PP pupils will complete the MBS passport, which expects a minimum amount of engagement with enrichment, extracurricular activities and extended learning. All Year 11 PP students will have access to careers guidance and an opportunity to engage in work experience before they leave MBS. NEET figures for PP are in line with, or lower than, national average.
Improved destination data	Achieve a similar proportion of Year 11 MBS students continuing on to the MBS Sixth Form in comparison to external students.

Activities in current 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		
Budgeted Cost: £38,392		
Activity	Evidence that support this approach	Challenge number(s) addressed
Quality first teaching for all, including disadvantaged students. Academic and pastoral support enabling disadvantaged students to have quality first teaching.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High Quality Teaching EEF	1,2,3,4,5
Improved metacognitive skills for all students. This will be achieved by ongoing teacher training, led by the MBS CPD Programme along with support and release time for staff requiring development	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. Metacognition and self - regulation I Toolkit Strand I Education Endowment Fund I EEF	1,2,3,4
Improving oracy and literacy through subject specific language acquisition, tier 2 vocabulary lists and explicit opportunities for guided reading in lessons. Specific CPD activities and subject focussed instructional coaching will be in place to maximise the impact of whole school literacy initiatives	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: The word gap in secondary schools	1,2,3

Targeted academic support		
Budgeted Cost: £277,224		
Activity	Evidence that support this approach	Challenge number(s) addressed
Small group interventions: Brilliant Club, Future Frontiers, Educational Psychologist, Behaviour Intervention Therapy, Work experience Coordinator, Alternative provision, KS4 intervention programme, Holiday intervention sessions run by MBS staff, Summer School.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work	1,2,3,4

	which is more closely matched to learners' needs explains this impact. Small Group Tuition Toolkit Strand Education Endowment Fund EEF	
Ensuring appropriate proportion of disadvantaged students in extracurricular activities including trips and visits	Greater exposure to activities such as: reading non-fiction and classical literature, learning to play classical instruments & going on educational visits, provides children with 'cultural capital' – many of the above activities are inherently educational in nature and provide children skills and knowledge to excel academically at school. This knowledge also fosters a sense of independence and self-confidence. Cultural Capital and Educational Achievement	4,5
Providing one to one tuition to students for intensive individual support. We have several different programmes running to suit the needs of students - outside of normal lessons as additional teaching, purchase of support programmes from outside agencies to run after school	On average, one to one and small group tuition is very effective at improving student outcomes. It might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or struggling in particular area Tuition is more likely to make an impact if it is additional and explicitly linked with normal lessons. One to One Tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4
Early identification of underachieving disadvantaged students and provide targeted individual support plan	Ongoing process to ensure all the activities identified in our strategic plan are fit for purpose and deliver the intended outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2,3,4,5

Wider strategies for current academic year		
Budgeted Cost: £102,516		
Activity	Evidence that support this approach	Challenge number(s) addressed
Use of Reading Intervention Programme to support DA students in reading and learning tier 2 specific vocabulary. Specific EAL support for targeted students including Wave 1,2 and 3 strategies and accommodating over 40 Afghan refugees.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. There are indications that approaches involving digital technology can be successful in improving reading comprehension particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Reading Comprehension Strategies I Toolkit Strand I Education Endowment Fund I EEF	1,2,3
Implementation of behaviour support strategies including the BASE Behaviour Attitudes Safeguarding and Exclusion.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions .	4,5
Increasing overall attendance and punctuality of disadvantaged students through early identification and support in place to address barriers	Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2, 4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development with a focus on sharing good practice	Use of Quality Assurance data to inform development needs to be addressed during INSET days and calendared CPD time. Also use of online professional development programmes for individual teacher/associated staff needs.
Targeted support	Mismatch between percentage of students achieving 4+ in English and Maths	Curriculum leaders of Maths and English to meet with Raising Standards Leader once a half term to discuss individual students with a view to provide individualised support for small groups

Wider strategies	Engaging the families facing most challenges	Pastoral team working closely with the LA and other outside agencies to provide adequate support and guidance e.g. EEF Working with Families Guidance Report, targeted use of external support e.g. P2B, Brilliant club & TAP
------------------	--	---

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activities had on students in the 2023 to 2024 academic year.

Outcomes 2024

This data covers the academic year 2023 – 24, and the outcomes from the GCSE examinations in 2024.

Attendance overview

Year	% Attendance	PP % Attendance	Non PP % Attendance
2022	91.9%	90.6%	93%
2023	91.4% (94.4 % Y11)	92.7% (94.3 Y11)	93.3% (94.5% Y11)
2024	89.4% (89.1% Y11)	88% (87.4% Y11)	90.6% (91.3% Y11)

Attainment 2024

Group	EBacc % entered	Threshold % Grade 5 or above in English & Maths	Attainment 8	Progress 8
All students	70.7%	56%	52.4	0.16
PP	66.7%	46.7%	45	0.03
Non PP	84.5%	62%	57.11	0.24
Gap	-17.8%	-15.3%	-12.11	0.21