

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025/26 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the effect that last year's spending of pupil premium had within our school.

| School overview Detail | Data |
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| School name | The Malling School |
| Number of pupils in school | 1056 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 - 2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | JVE |
| Pupil premium lead | MBU |
| Governor / Trustee lead | |

| Funding overview Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £338150 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £338150 |

Part A: Pupil premium Strategy plan Statement of intent

Our ultimate aim is that disadvantaged pupils leave The Malling School having achieved academic outcomes, personal development, and future pathways that are fully comparable with those of their non-disadvantaged peers, so that disadvantage does not limit life chances.

We aim to eliminate barriers that disproportionately affect pupils eligible for Pupil Premium (PP). This strategy aligns with the school's wider improvement priorities, including improving attendance, strengthening behaviour and inclusion, and raising attainment across all subjects—particularly English and mathematics.

Our approach is rooted in high-quality teaching, targeted intervention and strong pastoral care. This 3-year strategy is evidence-informed and draws on internal data, student voice, and national research including the EEF Teaching and Learning Toolkit.

The Malling School has 31% of children identified as disadvantaged. This is above the national figure of 25.7%.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Attendance for PP students was 87.7% in 2024/25. Whilst above the median for comparable schools (85.3%), this figure remains below whole-school (91.9%) and national averages (91.4%) and is a decrease of 0.7% in comparison to 2023/24. |
| 2 | Attainment 8 gap between PP (34.7) and non-PP (41.8) students. |
| 3 | Access to and uptake of trips, extra-curricular clubs and enrichment is reduced for some PP students. Including parents' evenings and interventions. |
| 4 | Wellbeing, social confidence and resilience are lower for many PP students. |
| 5 | Whilst the number and severity of behavioural incidents is decreasing, PP students are losing more learning time through behaviour than their non-PP counterparts. PP students had 80.2 behaviour points per pupil in 2024-25, whilst the average for all pupils was 50.5. 46% of transfers and 68% of lesson refusal involved PP students in 2024/25. Approximately 63% of incomplete sanctions (failure of transfer room, reflection room or non-attendance) is from PP students. |
| 6 | Ambition and aspiration remain lower, evidenced through careers engagement and destinations. 15% of KS5 students are PP, compared to 33% of KS3 and KS4. |
| 7 | Pupil Premium pupils often arrive with weaker literacy and numeracy foundations, which can limit access to the wider curriculum and reduce confidence and engagement across subjects. |

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 |
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| Improve attendance and reduce persistent absence among PP pupils. | <ul style="list-style-type: none"> • PP attendance improves to 90% by July 2026 and in line with non-PP by 2028. • Gap with non-PP and national average decreases. • Persistent absence reduced to below National Average by 2028. |
| Raise attainment and narrow the progress gap. | <ul style="list-style-type: none"> • PP P8 increases from -0.7 to -0.4 in 2026. • Increase in A8 scores to 40.0 by July 2027. • Decrease in gap between PP and non-PP students in P8 and A8. <p>Improved mock and in-year data.</p> <ul style="list-style-type: none"> • The percentage of students passing English and Maths increases year on year |
| Improve PP participation in clubs, trips and cultural opportunities. | <ul style="list-style-type: none"> • PP enrichment participation increases year on year. • Uptake matches non-PP levels by 2028. • Barriers to access addressed. |
| Strengthen emotional wellbeing and resilience. | <ul style="list-style-type: none"> • Behaviour incidents reduced to below 70 points per year in 2026 and 60 in 2027. • Higher engagement in pastoral interventions. • Improved student voice outcomes. |
| Reduce exclusions, removals and lesson refusal. | <ul style="list-style-type: none"> • Number of lesson removals/exclusions reduces and is equal to or lower than the proportion of the cohort by 2028. • Successful reintegration after support. • More time spent in high-quality lessons. |
| Raise aspiration and improve destinations. | <ul style="list-style-type: none"> • Higher PP participation in careers events. • NEET figures reduce from 5% to 0% by 2028. • Increase the proportion of PP students progressing to post-16 and post-18 pathways that match their prior attainment and career interests. |

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,898

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD and monitoring to embed consistent instructional routines, modelling and scaffolding. | <p>EEF Metacognition</p> <p>EEF Metacognition Guidance</p> <p>SLT learning walks (reviewed termly), coaching data, work scrutiny, HoD reviews, L/M meetings, staff survey responses.</p> <p>Lead Staff: EAL</p> | 2, 5, 7 |
| Embed disciplinary literacy strategies across all curriculum areas | <p>EEF Disciplinary literacy</p> <p>EEF Literacy Disciplinary Guidance</p> <p>SLT learning walks (reviewed termly), coaching data, work scrutiny, HoD reviews, L/M meetings, assessment data.</p> <p>Lead Staff: EAL/KDA</p> | 7, 2, 5 |
| Specialist staff recruitment/ retention | <p>EEF evidence</p> <p>Employment records, exit interviews.</p> <p>Lead Staff: KDA/MHE</p> | 2, 4, 5, 6, 7 |
| Development of teaching and support staff through our coaching programme | <p>Coaching data, learning walk and work scrutiny records, assessment data.</p> <p>Lead Staff: EAL</p> | 2, 7 |

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

Budgeted cost:£115,825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 1:1 and small-group tutoring and nurture groups | <p>EEF Small-group tuition EEF TA & small group guidance Intervention plans and attendance records. TA timetables. Literacy, numeracy and cumulative assessment scores. Lead Staff: CGR</p> | 2, 7, 4, 5 |
| Targeted literacy/reading/phonics and numeracy catch-up programmes for year 7 and other targeted students | <p>EEF Small-group numeracy EEF Reading programmes EEF Phonics EEEF Phonics Guidance Intervention plans and attendance records. TA timetables. Literacy, numeracy and cumulative assessment scores. Lead Staff: EAL, FTU, CDM</p> | 7, 2, 4, 5 |
| Inclusion and transfer room academic support for PP students to minimise lost learning time | <p>EEF Behaviour interventions EEF Small-group tuition Behaviour data. Assessment data. Lead Staff: CDM, MBU</p> | 2, 5, 4 |
| Extended day subject support for PP cohorts. Including Period 6, remote interventions and booster sessions. | <p>EEF Extended time Timetables and attendance registers for Period 6, remote interventions and exam booster sessions. Assessment data. Lead Staff: MBU</p> | 2, 3, 4, 5, 6, 7 |
| Academic mentoring. Regular check-ins, coaching and revision planning for year 11 PP students | <p>EEF Metacognition Tracking sheets and meeting logs. Lead Staff: MBU</p> | 2, 3, 4, 5, 6 |
| Effective transition to secondary school including summer school and liaison/collaboration with local and SRP feeder schools | <p>EEF Blog: Supporting pupils through transitions – a trio of... EEF Behaviour logs for year 7 students. Participation records for summer school. Student and parent voice. Lead Staff: CDM, CGR</p> | 4, 5, 7, 1 |

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| Effective transition to sixth form for both internal and external applicants | Number of sixth form admissions, including external applicants. Retained student numbers. Student and parent voice. Lead Staff: FTU | 4, 6, 1 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 110,573

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Continue to develop, deliver and monitor TMSW and PBS strategies. | <p>EEF Behaviour interventions Student voice. Attendance data. Behaviour and exclusion data. Lead Staff: CDM</p> | 1, 4, 5 |
| Implement attendance strategy including attendance officer interventions, family support, breakfast clubs and transport support. | <p>EEF Mentoring EEF Rapid evidence on attendance Attendance data. Breakfast club data. Student/parent survey data. Lead Staff: CDM</p> | 1, 4, 5 |
| Pastoral mentoring, counselling and wellbeing support. Improves self-regulation and behaviour. | <p>EEF SEL EEF Behaviour interventions Student voice. Mentoring logs and tracking sheets. Behaviour data. Lead Staff: CDM, MBU</p> | 4, 5, 1, 3 |
| Subsidised trips, uniform, resources, music lessons, arts and cultural experiences | <p>EEF Arts participation EEF Outdoor learning Trip and extra-curricular uptake records, review of hardship fund spending, option choices in year 9 Lead Staff: CDM, MBU</p> | 3, 6, 1, 5 |
| Tracked enrichment and clubs programme, including targeted invitation for PP students. | <p>EEF Arts participation EEF Outdoor learning Trip and extra-curricular uptake records, review of hardship fund spending Lead Staff: CDM</p> | 3, 4, 1, 5 |
| Careers guidance, mentoring and employer encounters. Targeted mentoring for vulnerable pupils. | <p>EEF Careers/aspiration EEF Mentoring Mentoring records, Unifrog/compass + records. Lead Staff: MBU</p> | 6, 3, 4, 2 |

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 2024 to 2025 academic year.

| Intended outcome | Success criteria |
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| Improved Progress 8 outcomes | Achieve positive progress for disadvantaged students |
| Improved Attainment 8 outcomes | Achieve national average for attainment for all students |
| Improved attendance | Improve attendance to national average for all students |
| Increased EBacc entry | Increase EBacc entry for all students |
| Decreased exclusions and behaviour incidents | A decrease in the number of exclusions and in line with national average for all students. |
| Increase character development opportunities and experiences for disadvantaged students | 100% of PPG students attend at least one PDP (Personal Development Pathways) extra-curricular club and 100% of year 10 PPG students complete Bronze DofE. |

Teaching (for example, CPD, recruitment and retention)

| SLT | Activity | Impact |
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| EAL | Deliver high-quality, impactful, and engaging CPD sessions centred on modelling and scaffolding, aligned with the principles of Malling Mastery. Establish mechanisms to evaluate the effectiveness and impact of CPD, and implement adjustments as needed to ensure continuous improvement | Over the course of the year, we have delivered a full CPD curriculum on modelling and scaffolding techniques. This was well received by staff with high levels of engagement based on the staff survey. Coaching feedback also suggested that these techniques were being well embedded across the school. |
| EAL | Embed 'Malling Mastery' as a tool to underpin CPD across the school at a whole school, departmental and individual level. Support and develop middle leaders to strengthen their leadership skills and strategic oversight, with the goal of enhancing teaching quality and student outcomes in their respective subject areas. | Malling Mastery was used as the basis for every coaching action step across the school. This allowed for more robust analysis of the data and the ability to track trends across the year. |
| EAL | Provide tailored coaching, regular progress reviews, and collaborative goal-setting to ensure consistent progress. Implement mechanisms to monitor the impact on student performance, making data-driven adjustments to strategies as needed for continuous improvement. | Every member of staff received coaching over the year, and their actions steps were also shared with heads of department. |
| EAL | Deliver the whole school coaching programme to provide teachers with consistent, high-quality feedback that | Every member of staff received coaching over the year, and their actions steps were also shared with heads of department. |

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| | <p>supports professional growth and instructional improvement. Regularly monitor trends and emerging needs among teaching staff, using these insights to refine coaching priorities and practices. Deliver a targeted TA coaching programme to ensure that TAs deliver high-quality support in lessons, enhancing student engagement and learning outcomes. Implement a system to evaluate the impact of both coaching programmes and make data-informed adjustments as needed to maximize their effectiveness.</p> | |
| KDA | <p>Pupils confidently use a range of strategies in lessons and at home to support independent learning.</p> | <p>Students are increasingly exposed to a range of strategies to support independent learning, both in lessons and at home. Through the P1 curriculum and subject-specific guidance, pupils are beginning to build an understanding of techniques such as retrieval practice, spaced revision, and effective note-making. However, the consistency with which these strategies are taught, modelled, and reinforced varies across subjects.</p> <p>As a result, pupils' ability to confidently and proactively use independent learning strategies - particularly in preparing for assessments - is still developing. More work is needed to embed a consistent whole-school approach and to ensure students can apply these strategies independently and with confidence.</p> <p>Strengthening this area remains a priority as part of our wider work on study skills, assessment readiness, and metacognitive development.</p> |
| KDA | <p>Develop a system for Quality Assurance of homework, including regular checks on relevance, difficulty, and completion rates.</p> | <p>Over the course of the year, we have implemented a structured system for the quality assurance of homework through regular reviews with subject leaders, aligned with the EEF guidance on effective homework practice. These reviews have led to significant improvements in the relevance and purposefulness of homework across most subjects. Tasks are now more closely aligned with curriculum intent, designed to consolidate</p> |

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| | | <p>or extend learning, and deliberately feed back into subsequent lessons to maximise progress.</p> <p>Homework is increasingly tailored to the needs of each key stage. At Key Stages 4 and 5, appropriate exam-style questions have been incorporated to strengthen retrieval, develop exam readiness, and build confidence in applying knowledge under assessment conditions.</p> <p>Monitoring of homework completion has also strengthened. Completion rates are checked more consistently, with follow-up actions taken where needed to support students and ensure expectations are met. This has contributed to greater accountability, improved consistency, and a clearer understanding among staff and students of the purpose and value of homework in supporting learning.</p> |
| KDA | Parents understand what their child is learning and how they can support them at home. | <p>We have strengthened communication with parents to ensure they have a clear understanding of what their child is learning and how they can support learning at home. Curriculum overview plans and subject booklets are published on the school website, providing accessible information about key content, sequencing, and expectations. Direct links to these resources are also shared with parents twice a year through student reports, ensuring they are easy to access and regularly revisited.</p> <p>As a result of these measures, parental engagement has improved. Survey data indicates a rise in the number of parents who report that they understand what their child is learning. This increased awareness enables parents to provide more informed support at home, contributing to students' confidence, consistency, and overall progress.</p> |
| KDA | Pupils are preparing for assessments and reflecting on their learning. | <p>We have strengthened students' readiness for assessments by embedding explicit teaching on <i>how learning happens</i> and <i>how to revise effectively</i> within the P1 curriculum for all year groups. All students now have access to high-quality revision materials to support</p> |

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| | | <p>independent study and retrieval practice beyond the classroom.</p> <p>To further reinforce effective preparation, we deliver annual assemblies and a parent information evening focused on assessment readiness, with additional sessions targeted towards students in Years 10 and 11. These opportunities help ensure that both students and families understand the expectations and strategies that support strong performance.</p> <p>While good progress has been made in improving students' preparation habits, we recognise that reflection on learning is an area for further development. Once upcoming assessment cycles are completed and additional training has been delivered to Heads of Department, we will be able to strengthen consistent approaches to helping students review, evaluate, and act on their learning more effectively.</p> |
| FTU | Pupils can articulate how their learning links to their aspirations and future pathways | Careers curriculum mapping supports pupils in understanding how their learning connects to their aspirations and future pathways. This is underpinned by the school's strong careers provision, which meets all Gatsby Benchmarks, contributes to consistently low NEET figures, and ensures that opportunities are meaningful. From the summer term 2025, the school will build further on this strong foundation by sharpening the focus on explicitly supporting pupils to make even clearer links between curriculum learning, employability skills, and their next steps. |
| KDA | During verbal responses pupils are confident in using subject specific terminology to speak like subject experts | <p>Students are increasingly confident in using subject-specific terminology during verbal responses, enabling them to communicate more like subject experts within lessons. Initial training on oracy and structured speaking routines has begun, laying the foundations for a more consistent whole-school approach to disciplinary talk.</p> <p>As this work is still in its early stages, further time and training are required before a comprehensive review can be carried out. This will allow us to better assess the impact to date and identify the next steps needed to embed high-quality oracy practice across all subjects.</p> |

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| KDA | <p>Pupils can articulate how their learning links to other knowledge and its relevance to them</p> | <p>Students are beginning to make clearer links between what they are learning and their wider knowledge, but this remains an area that requires further development. While some subjects have introduced strategies to help pupils understand how new content connects to prior learning and real-world relevance, this practice is not yet consistent across the curriculum.</p> <p>As a result, pupils' ability to confidently articulate these connections varies. Further work is needed to strengthen curriculum narratives, make links more explicit in teaching, and support pupils in verbalising how their learning builds over time and why it matters.</p> <p>Developing this area is a key next step and will form part of our ongoing work on curriculum coherence, metacognition, and oracy.</p> |
| KDA | <p>Pupils are confident speakers on a range of topics. Pupils can communicate effectively with a range of audiences. Pupils can write coherently and confidently as subject experts</p> | <p>Work to develop pupils as confident speakers and effective communicators is ongoing. While individual subjects have begun to introduce more structured opportunities for discussion and extended responses, a consistent whole-school approach is still emerging. As a result, pupils' confidence in speaking on a range of topics and adapting their communication for different audiences is variable and remains an area for continued development.</p> <p>Similarly, although students are increasingly exposed to high-quality models of disciplinary writing, the ability to write coherently and confidently as subject experts is not yet fully embedded across all year groups. Further work is needed to strengthen shared expectations, explicit teaching of writing processes, and opportunities for students to practise and apply subject-specific writing skills.</p> <p>This remains a priority area, and upcoming work on oracy, writing frameworks, and cross-curricular consistency will support more rapid and sustained improvements.</p> |
| FTU | <p>Pupils are supported for their next steps. Pupils secure suitable post-18 destinations.</p> | <p>Students receive strong and personalised careers advice which is aligned to their ambitions. Students leave TMS either to attend university, college, start apprenticeships, join the world of work or are supported to find</p> |

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| | | supported internships. Those students who are PP and have additional SEN needs work closely with our KS5 SENCO who is a trained job coach. |
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Targeted academic support (for example, tutoring, one-to- one support structured interventions)

| SLT | Activity | Impact |
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| KDA/EAL | Reading is prioritised. All pupils are supported to ensure phonics, reading, comprehension and fluency are at a level that allows them to access the planned curriculum | All students were tested using NGRT and those placed on stanine 4 or below were placed into the relevant interventions. |
| CGR | To be recognised as a highly inclusive school through the Kent Inclusion Leadership Programme (ILP) | We are currently working towards the target of being recognised as a highly inclusive school through the Kent Inclusion Leadership Programme (ILP). Initial steps have been taken to explore the programme and its requirements. Further details, including expectations, timelines, and next steps, are scheduled to be discussed to ensure a clear and strategic approach to engagement with the ILP. |
| CGR | To liaise closely with local and SRP feeder primary schools building links to support transition and collaborations. | We continue to liaise closely with local and SRP feeder primary schools to strengthen relationships that support effective pupil transition and collaborative working. Ongoing communication is helping to build shared understanding and consistency of practice, with further opportunities for joint planning and collaboration to be developed to enhance transition arrangements. |
| CGR | Development of Support Staff through excellent, ongoing CPD | The development of support staff continues to be prioritised through a programme of high-quality, ongoing CPD. Medical training is available for staff this week to ensure up-to-date knowledge and confidence in supporting pupils' health needs. In the new year, staff will also receive de-escalation training to further strengthen skills in managing behaviour and supporting positive outcomes for pupils. |
| CSH | Targeted period 6 interventions deploying NTP funding close knowledge gaps for identified students in a range of subjects including English, Maths and Science. | Heads of Department plan the programmes, with teachers delivering Period 6 sessions that are directly informed by analysis of Year 10 mock examinations, ongoing classroom assessments and trends from previous cohorts. In Maths and |

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| | | <p>Science, separate Higher and Foundation sessions ensure that teaching is appropriately pitched to meet differing needs, with Higher Maths sessions specifically targeted at students identified as working towards grades 9–7. In addition, the trial of virtual Period 6 provision in Maths and Science has widened access, enabling students who are unable to attend in person due to taxi transport arrangements to benefit from targeted support.</p> <p>Alongside English, Maths and Science, Period 6 sessions are also offered in Psychology, Computer Science and Performing Arts, with History and Geography due to launch after Christmas. While attendance has been variable across term 1 & 2, a planned re-boot with students and parents leading up to the mock examinations in February aims to strengthen engagement and maximise the impact of these interventions.</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

| SLT | Activity | Impact |
|-----|---|---|
| CDM | To ensure that routines and systems are effectively and are well-understood by all stakeholders. | Routines across the school are now well established and consistently understood, resulting in a calm, orderly environment that significantly benefits disadvantaged pupils. The data shows that 68% of pupils recorded zero transfers and 90% recorded fewer than 10 across the entire year , highlighting that the vast majority of pupils—particularly disadvantaged pupils who historically experienced greater disruption—are learning in stable, predictable classrooms. Improved behavioural consistency has enabled DA pupils to access high-quality modelling and scaffolding within Malling Mastery lessons with far fewer interruptions. This has directly supported their confidence in structured talk, disciplinary writing, and independent learning strategies, as they are increasingly able to practise these skills within calm, well-routined lessons. |
| CDM | All lessons are disruption free, teachers consistently correct behaviour issues in a warm and clear manner. | The overwhelmingly low transfer rate of 0.067 per lesson demonstrates that lessons are now largely disruption-free, providing disadvantaged pupils with equitable access to high-quality teaching. Teachers' increasing use of warm, clear corrective routines has ensured that DA pupils are not |

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| | | disproportionately affected by classroom interruptions—a historic barrier to progress. Improved consistency has supported pupils' engagement in structured oracy, modelling and retrieval tasks, enabling disadvantaged learners to participate more confidently in disciplinary talk and extended responses. Although a small cohort still requires targeted support, disruptions affecting DA pupils have reduced meaningfully, allowing them to benefit more consistently from high-quality explanations and feedback. |
| CDM | Deliver a behaviour curriculum to ensure that students are explicitly taught how to behave at The Malling School. | The Behaviour Curriculum has had a strong and positive impact, especially for disadvantaged pupils who benefit from explicit teaching of expectations, routines and social norms. Clear improvement trends—such as the reduction in physical bullying and better accuracy in behaviour categorisation—show that pupils understand what positive behaviour looks like. This stability helps DA pupils engage more confidently in Malling Mastery routines, including oracy, scaffolding and modelling, because they feel secure in how the learning environment is structured. As disadvantaged pupils often require greater clarity and predictability to thrive academically, the Behaviour Curriculum has played an important role in improving their engagement and readiness to learn. |
| CDM | TMS has a caring culture where bullying is extremely rare | Bullying remains extremely rare at TMS, and this is particularly significant for disadvantaged pupils, who nationally are more likely to experience or fear peer conflict. Despite staff being more vigilant and pupils more willing to report concerns, confirmed bullying levels remain far below national prevalence, with physical bullying dropping sharply. These improvements ensure that DA pupils experience a safe, calm environment that supports their emotional wellbeing and academic confidence. Feeling secure allows pupils to take the kinds of intellectual risks required in oracy work, structured talk, and disciplinary writing—areas in which disadvantaged learners typically require additional reassurance and modelling. |

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| CDM | Pupils feel confident in sharing their concerns and wellbeing issues with a trusted adult | Strong safeguarding systems and improved pastoral visibility mean pupils, including disadvantaged and FSM pupils, are increasingly confident in seeking support early. Reporting levels remain stable and appropriate even as staff vigilance grows, indicating a healthy culture rather than under- or over-reporting. Early intervention has helped DA pupils remain settled in lessons and consistently access the modelling, scaffolding and independent learning strategies taught through Malling Mastery. This emotional security has contributed to improved engagement with assessment readiness, retrieval practice, and homework, as disadvantaged pupils are better supported to remain focused and resilient learners. |
| CDM | TMS community celebrates equality and diversity; no form of discrimination is tolerated | Equality and diversity work remains strong, ensuring disadvantaged pupils feel represented, valued and safe. Although discriminatory incidents show a slight rise due to better reporting accuracy, overall prevalence remains low and trends continue to improve. This inclusive culture has supported DA pupils' participation in structured oracy, disciplinary talk, and paired/group work by ensuring they feel respected and confident when contributing. Improved interactions and reduced peer conflict contribute directly to better engagement and stronger classroom relationships for disadvantaged learners, helping them articulate ideas more confidently and connect new learning to prior knowledge. |
| CDM | Personal development and character education at TMS is exemplary and all pupils benefit | The school's Personal Development offer strongly benefits DA pupils, who have high participation in enrichment, leadership, and character-building opportunities. This contributes to improved self-confidence, resilience and communication skills—areas where disadvantaged pupils often face gaps on entry. P1 curriculum work on independent learning, retrieval practice, and study skills has begun to reduce variation in DA pupils' assessment readiness, with all pupils now accessing high-quality revision materials and |

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| | | structured guidance. Disadvantaged pupils increasingly understand how learning links to their future pathways and aspirations, and their participation in enrichment experiences has supported more positive engagement in lessons and improved attitudes to learning. |
| CDM | All pupils are supported to maintain excellent attendance | Attendance continues to improve, with whole-school attendance sitting above national (91.4%) and similar-school medians (90.4%) . Crucially, Disadvantaged attendance (87.7%) also exceeds both national and similar-school benchmarks , demonstrating that targeted mentoring, family engagement and early intervention strategies are working. Improved attendance trends mean disadvantaged pupils are now accessing more consistent teaching, more regular modelling and scaffolding, and more exposure to retrieval practice and oracy routines. This consistency underpins improved learning behaviours and reduces the barriers DA pupils face in sustaining progress. While persistent absence remains a priority, the strong attendance patterns—especially for Monday, Thursday and Friday mornings—indicate that DA pupils are increasingly benefitting from stable routines and strong relationships. |