

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	The Malling School
Number of pupils in school	1023
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	JVE
Pupil premium lead	CDM
Governor / Trustee lead	SWA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 224,503
Recovery premium funding allocation this academic year	£ 36,673
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	£ 261,176

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Research conducted by the EEF (Education Endowment Foundation) concludes that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

We will ensure that all teaching staff know the disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles:

- Quality first teaching and effective assessment meets the needs of all pupils.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to the same extra-curricular activities.
- Providing students of all starting points with the best curriculum, pedagogy, pastoral support, and personal development

The Malling School has 24% of children identified as disadvantaged. This is above the national figure of 20.8%.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills and reading ages of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in KS3.
2	Attendance rates for pupils eligible for PP was 87.46% or 2020/2021. Below the national average for all pupils at 95%.
3	During lockdown remote learning, attendance, engagement, and participation of PPG students continued to be significantly lower than the main cohort. Through monitoring of individual year groups during remote learning between 46% to 63% of students identified as having barriers to attending and engaging with remote lessons were PPG students, 46% being the lowest year group and 63% the highest.
4	PPG students in KS3 received 41% of homework codes recorded for incomplete or unsatisfactory homework.
5	Accessing school trips, extra-curricular activities and clubs may be a barrier for some PPG students.
6	Well-being, resilience, and social skills remain a barrier for many PPG 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
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.

Maintain high levels of PP+ going onto meaningful post-16 places

100% of PPG students enrolling is meaningful KS5 courses and training

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.

The pupil premium budget cost is estimated in line with and on the same principles as the School Improvement Plan. This utilises a percentage of relevant salaries, resources, and budgeted cost of specific spends. The percentage used for specific spends is 24% as this is the proportion of pupil premium eligible pupils. Each section has been assessed separately and costs allocated as described in the activity.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 104,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an ambitious Knowledge Rich Curriculum.</p> <p>Middle leaders can improve the quality of teaching within their departments.</p> <p>Students at TMS (The Malling School) have high quality assessment which identifies gaps in learning and drives continuous improvement of the curriculum</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway EEF blog: What do we mean by 'knowledge rich' anyway?</p> <p>Recent Ofsted research defined a knowledge-rich approach as one in which curriculum leaders are clear on the invaluable knowledge, they want their pupils to know. There is an emphasis on sequencing emphasising the potential of spaced learning and retrieval practice.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching EEF 1. High quality teaching.</p> <p>The best available evidence indicates that great teaching is the most important lever schools must 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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback Assessment and feedback.</p> <p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p>	1,3
<p>To implement robust opportunities for all teaching staff to develop their professional competencies</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching EEF 1. High quality teaching.</p>	1,3
<p>Ensure curricula & their implementation is reviewed and</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf COVID 19 – Support guide for schools.</p>	1,3

adapted as necessary in response to lockdown		
To develop effective assessment procedures that support and inform high quality teaching and learning	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback Assessment and feedback.	1,3

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

Budgeted cost: £ 111,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Easter and Summer catch up.</p> <ul style="list-style-type: none"> Disadvantaged students and those students identified through remote monitoring and return to school teaching and assessments attend Summer and Easter catch-up sessions in subjects where improvements need to be made. Staff and subject leads report on the impact of these sessions using examples of increased knowledge, improved assessments scores, completion of coursework elements and improvements to pupils learning habits, wellbeing, and confidence 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>On average, evidence suggests that pupils who attend a summer or easter school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p> <p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall). In contrast summer schools without a clear academic component are not usually associated with learning gains, though they may have other benefits.</p>	1,3,6
<p>PPG targeted period 6 interventions</p> <p>Disadvantaged students and those students identified by subject teachers and leaders will be invited to attend compulsory period 6 interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Programmes that extend the school time have a positive impact on average. Schools will need to consider workload and wellbeing of their staff. It should meet pupil's needs and build on their capabilities. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</p>	1,3,6

<p>September 2021.</p> <p>English, maths, and science will host small group period 6 sessions afterschool.</p> <p>Teachers will be allocated up to 5 students each and that teacher will conduct all parental contact for invites and follow up for absences with their tutees.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1,3,6</p>
<p>Improve homework completion and quality for all students, especially the disadvantaged.</p> <p>Pastoral staff track homework codes and work with students and families to remove barriers to home learning.</p> <ul style="list-style-type: none"> •Students develop independence and organisation skills using their planners to record and manage their homework •20 additional laptops provided and staff supervising the library daily 15:30 to 16:30 so pupils can attend homework club. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g., through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils.</p>	<p>1,4,6</p>
<p>Deliver reading interventions for key students to close reading gap:</p> <p>Building Reading Stamina Inference Training Accelerated Reader Termly tracking of the effectiveness of reading intervention</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. Some of the most promising approaches that emerge from the evidence so far include Oral language interventions, phonics approaches and reading comprehension strategies.</p>	<p>1,3,6</p>
<p>All staff to be issued student profiles Excellence for All team to check profiles are being used effectively.</p> <p>Profiles highlighted or annotated to indicate the strategies that are being used effectively.</p> <ul style="list-style-type: none"> •Effective resources being used e.g., task management boards etc in line with profile. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1,3, 6</p>

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

Budgeted cost: £ 70,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged students fully participate in PDPs (Personal Development Pathways) and complete the full Bronze Duke of Edinburgh award.	https://www.dofe.org/wp-content/uploads/2019/06/DofE-and-Pupil-Premium-2018.pdf Increased social interaction and greater engagement with peers. - Encourages a healthier lifestyle. - Improves problem solving abilities. - Gain life experiences through volunteering. - Develop communication and leadership skills.	2,5,6
High quality of delivery of our P1 -RSE (Relationships and Sex Education), PSHE & RE/Ethics curriculum.	https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.	3,5,6
All Y11 students are encouraged to actively participate in National Citizen Service scheme.	https://wearencs.com/education National Citizen Service (NCS) is a part-residential youth programme taking place out of term time, which develops the skills and confidence of young people. NCS is founded on the three key principles of social cohesion, social engagement, and social mobility.	5,6
Behaviour and Standards –all students display outstanding behaviour in lessons and around school.	https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools EEF recommendations: Teaching and learning behaviours alongside managing misbehaviour. Using targeted approaches to meet the needs of individuals in your school. Using classroom management strategies to support good classroom behaviour. Creating consistency and coherency on a whole-school level.	2,3,5,6
Students play a highly positive role in ensuring commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	https://educationendowmentfoundation.org.uk/news/eef-blog-values-matter-evidence-alone-is-not-enough	2,3,5,6

<ul style="list-style-type: none"> • 96% whole-school attendance by end of 21/22 • Reduction in absence rate of PPG compared to previous 3 years • Reduction in absence rate of PA compared to previous 3 years • Overall - reduction of absence rate <4% • PA - reduction of absence rate <9% • PPG - reduction of absence rate <4% • PPG PA reduction of absence rates <9% • Reduction in rate of lateness compared to previous year and over the course of T1-6, 21/22 	<p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p> <p>In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust, as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p>	<p>2,3,5,6</p>
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Total budgeted cost: £ 286,097

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 2020 to 2021 academic year.

- End of 20/21 PPG attendance was 88.6% (11.4% absence) which was an increase in previous years but was covid affected.

Summer catch-up sessions delivered to Y10 students most impacted by lockdown.

- Curricula have been planned in response to assessments to incorporate teaching that addresses gaps (examples: RE plans & English Excellence Project, Art homework).
- P1 intervention planned to address mindset & revision skills.

PPG students +0.2 from TAGs.

- No students NEET including PPG students.
- All students including PPG secured meaningful destinations.
- Increased attendance of PPG students to intervention compared to previous years.
- Subject leaders report greater student engagement for all year 11 students (including PPG), reflected in fewer transfers in Lessons.

2020-21 BRS impact:

- 14 students participated in BRS for this cycle and 8 are PPG. 12/14 made improvements and the average months added improvement was: 17 months improvement.
- The average improvement for PP was: 15 months added.
The average improvement for non-PP was: 20 months added

At the end of 20/21 we had 246 PPG students on-roll. 186 had signed-up and were participating in a regular PDP club. This was 75% of all PPG students.

At the end of 20/21 we had issued 19 FTEs (Fixed Term Exclusions). These were for PA (12); VA (4) and PDB (3). This was 1.56% of pupils on-roll. The NA for all schools in England is 4.5% of students on-roll being issued with FTE (Fixed Term Exclusions). We were 2.9% better than the NA for all school and 3.8% better than the NA for similar schools in England.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.