

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1012
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 to 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	JVE
Pupil premium lead	CDM
Governor / Trustee lead	SWA

Funding overview Detail	Amount
Pupil premium funding allocation this academic year	£246,222
Recovery premium funding allocation this academic year	£115,417
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	£361,639

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
- Providing students of all starting points with the best curriculum, pedagogy, pastoral support, and personal development
- Ensuring that all students and their families are supported to overcome barriers to attendance and to maintain excellent attendance to school

The Malling School has 25% 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	Attendance for PP students for 2021/22 was 87.4%. This was above the national average of 80.8% for all students in secondary schools as of 21 July 22. https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak However this was 3.2% below the schools attendance for non-PP students and the school is committed to narrowing this gap.
2	DA students are more likely to experience barriers to good completion of homework than non-DA students.
3	Accessing school trips, extra-curricular activities and clubs may be a barrier for some PPG students.
4	Well-being, resilience, and social skills remain a barrier for many PPG students.
5	Progress and attainment of PP students – in 2021/22 the gap narrowed between PP and non-PP students with the PP students having a higher A8 improvement compared to non-PP. The school is committed to continue to reduce and close this gap.
6	Accessing school trips, extra-curricular activities and clubs may be a barrier for some 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £301,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers explicitly plan for effective use of a range of metacognition teaching strategies in lessons.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress.	2,4,5
Pupils confidently use a range of strategies in lessons and at home to support independent learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework 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.	2,4,5
Parents understand what their child is learning and how they can support them at home.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,4,5
Pupils are preparing for assessments and reflecting on their learning.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	2,4,5
Pupils can articulate how their learning links to their aspirations and future pathways	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2,4,5
During verbal responses pupils are confident in	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. Some of	2,4,5

<p>using subject specific terminology to speak like subject experts</p>	<p>the most promising approaches that emerge from the evidence so far include Oral language interventions, phonics approaches and reading comprehension strategies.</p>	
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence suggests that strategies that promote oracy can have an additional +6 months' progress.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	<p>2,4,5</p>
<p>Pupils can articulate how their learning links to other knowledge and its relevance to them</p>	<p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning</p>	<p>2,4,5</p>
<p>Pupils are supported for their next steps. Pupils secure suitable post-18 destinations.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	<p>2,4,5</p>

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

Budgeted cost: £45,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy 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.	2,4,5
To be recognised as a highly inclusive school through the Kent Inclusion Leadership Programme (ILP)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4
To liaise closely with local and SRP feeder primary schools building links to support transition and collaborations.	https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges	2,4,5
Development of Support Staff through excellent, ongoing CPD	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,4,5
Targeted period 6 interventions deploying NTP funding close knowledge gaps for identified students in a range of subjects including English, Maths and Science.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time 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.	2,4,5

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

Budgeted cost: £131,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
TMS has a caring culture where bullying is extremely rare	https://educationendowmentfoundation.org.uk/news/ee-f-blog-values-matter-evidence-alone-is-not-enough	4
Pupils feel confident in sharing their concerns and wellbeing issues with a trusted adult	https://educationendowmentfoundation.org.uk/news/ee-f-blog-values-matter-evidence-alone-is-not-enough	4
TMS community celebrates equality and diversity; no form of discrimination is tolerated	https://educationendowmentfoundation.org.uk/news/ee-f-blog-values-matter-evidence-alone-is-not-enough	4
Personal development and character education at TMS is exemplary and all pupils benefit	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.	4
All pupils are supported to maintain excellent attendance	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance 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.	1,4

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 2021 to 2022 academic year.

Intended outcome	Success criteria
Improved Progress 8 outcomes - BCH	Achieve positive progress for disadvantaged students
Improved Attainment 8 outcomes -BCH	Achieve national average for attainment for all students
Improved attendance - PWI	Improve attendance to national average for all students
Increased EBacc entry - BCH	Increase EBacc entry for all students
Decreased exclusions and behaviour incidents - PWi	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 - PWi	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 (Continuing Professional Development), recruitment and retention)		
SLT	Action	Impact
KDA	Implement an ambitious Knowledge Rich Curriculum.	All subject leaders understand the principles of curriculum design & implementation. As a result, subject curricula are coherently sequenced towards ambitious end points and codified in curriculum booklets, progression maps and unit plans. Teachers use these resources alongside aspects of our evidenced-based Great Teaching Model to implement our curriculum effectively.
BCH	Middle leaders can improve the quality of teaching within their departments.	Significant developments in both the quality of teaching and the consistency of teaching across all subjects and with all teachers. Middle leaders are aware of 'what good looks like' and use their expertise to ensure all pupils are able to access a well-planned curriculum and to make progress from their starting points
KDA	Students at TMS (The Malling School) have high quality assessment which identifies gaps in learning and drives continuous improvement of the curriculum	Staff consistently use a range of formative assessment techniques to ensure deep learning and prevent cumulative dysfluency. Summative/cumulative assessments as well as post-unit reflections are used to review the impact of curriculum and make necessary adjustments to T&L and/or curriculum.
BCH	To implement robust opportunities for all teaching staff to develop	All staff, regardless of career stage, receive regular and meaningful training on elements of best practice and pedagogy. Research proven

	their professional competencies	techniques are taught and implemented to ensure that all pupils are exposed to excellent teaching.
KDA	Ensure curricula & their implementation is reviewed and adapted as necessary in response to lockdown.	Curricula have been reviewed and adapted in response to lockdown with core knowledge prioritised where required. A focus on embedding effective assessment, retrieval practice and interleaving prior knowledge is helping to sustain rapid student progress.
KDA	To develop effective assessment procedures that support and inform high quality teaching and learning	A culture of continuous curriculum review and development is now embedded; Department meetings routinely include collaborative planning, work sampling & curriculum adaptation following assessments. Summative/cumulative assessments as well as post-unit reflections are used to review the impact of curriculum and make necessary adjustments to T&L and/or curriculum.
Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
CDM	Easter and Summer catch up.	44 Year 7 and year 10 students took part in 3 days of literacy and numeracy summer interventions delivered by regentscamp.uk from August 15 th , 2022. Year 7 students engaged with a 3-day intervention curriculum planned to address gaps in their knowledge from primary school due to the lockdowns. The year 10 students engaged with interventions and support for English and Mathematics to prepare them for their transition into year 11.
CDM	PPG targeted period 6 interventions	The Malling School has effectively deployed the NTP (National Tutoring Program) funding to support DA students and those that suffered the most due difficulties in learning during lockdown. The school has used all funding and has supplied bespoke interventions and strategies based on the needs of the students receiving them. The Malling School has used a combination of school-led tutoring programs and National Tutor Partners. Targeted English period 6 curriculum for entire academic year. Small group and 1:1 intervention for Mathematics, Science and Computing. 1:1 and small group interventions for year 11 students finished with Sports Science.
CDM	Improve homework completion and quality for	Improved departmental policies and monitoring. Purposeful homework issued complimentary of the school curriculum.

	all students, especially the disadvantaged.	<p>Homework vision and strategy supports the IB (International Baccalaureate) learner profile. Student and parent friendly homework guides online and in booklet form.</p> <p>Robust monitoring of homework codes and responsive support.</p> <p>Outstanding parental communication for missed homework.</p> <p>Improved wrap around support for families and students where homework is a barrier to learning.</p> <p>30 new laptops and a timetabled supervisory staff member to supply Homework clubs AM and PM.</p> <p>Deployment of tailored strategies to eliminate barriers to learning such as homework club attendance and access to ICT.</p> <p>Supportive SLT meetings for 10 missed homework.</p> <p>Throughout the academic year homework codes were monitored and reviewed. Homework codes for DA students significantly reduced each term and all students with 10 or more homework codes a term received supportive parental meetings.</p>
BCH	<p>Deliver reading interventions for key students to close reading gap:</p> <p>Building Reading Stamina</p> <p>Inference Training</p> <p>Accelerated Reader</p> <p>Lexia</p> <p>Termly tracking of the effectiveness of reading intervention.</p>	<p>All pupils are tested to identify their starting points in reading and literacy and students who are below their age-related expectations are assigned to one of 4 tiers of intervention to ensure they are supported. These interventions close the gap between students who are below the literacy levels of their peers.</p> <p>Closing the literacy gap ensures all pupils can access the planned curriculum</p>
RGA	<p>All staff to be issued student profiles</p> <p>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>All staff issued with personalised Excellence for All folders containing profiles for EHCP, SEN (Special Educational Needs) K, Monitoring, LAC (Looked After Children) (Looked After Children) or Medical.</p> <p>Time given on September Development days to read profiles and create seating plans to ensure every pupil is known and their needs are met – profiles are updated and resent to staff following meetings or reviews.</p> <p>Staff briefings reinforce high-quality teaching, strategies and resources to support all pupils.</p> <p>Scaffolding and challenge have become an integral part lesson planning to support all pupils.</p>

		Curriculum reviews and developmental learning walks enable the embedding of high-quality teaching and support to be recognised throughout the school and practice shared.
PWI	All disadvantaged students fully participate in PDPs (Personal Development Pathways) and complete the full Bronze Duke of Edinburgh award.	<p>Extra-curricular clubs and activities are referred to as Personal Development Pathways. 65 PDPs are currently offered with the expectation that every pupil attends at least one PDP every term. These clubs are held during lunchtime and afterschool. Pupils are surveyed regarding their participation and any DA pupil who does not attend is individually targeted.</p> <p>Contact is made home to parents/carers for any DA pupil not participating in a PDP to remove any barrier to participation. Participation of DA pupils in PDPs is targeted to match or exceed that on non-DA pupils with the goal that 100% of DA pupil attends at least one PDP every term.</p> <p>Every Year 9 pupil is enrolled in the Bronze DofE and the award is financed for all pupils, including DA. DA pupils are provided with all their kit should this be necessary. The expedition occurs on school site to remove any potential barrier to DA participation and pupils are supported individually to help complete the four sections of the award.</p>
PWI	High quality of delivery of our P1 -RSE (Relationships and Sex Education) (Relationships and Sex Education), PSHE & RE/Ethics curriculum.	<p>The delivery of our P1 RSE and PSHE curriculum is mapped to include all statutory topics and others that we decide are specific to our school, its ethos and culture and local context. This curriculum is delivered to every pupil, including all DA, during a timetabled lesson called Period One – The Malling School Way lesson.</p> <p>Tutors are trained through regular staff morning briefings, afterschool CPD and provided with guidance booklets to ensure the robust delivery of these essential topics and lessons.</p> <p>Pupils are surveyed to ensure their opinion and feedback is gained regarding these lessons.</p>
PWI	All Y11 students are encouraged to actively participate in National Citizen Service scheme.	<p>We hold an assembly every academic year to introduce the National Citizen Service to our Year 11 pupils. Their participation is strongly encouraged, and we dedicate time and provide guidance on how to complete the application process.</p> <p>We held NCS Champion School status for the past three years and continue to work with NCS to ensure this continues.</p> <p>We fund any application for the NCS activities for any DA pupil and actively target this group of</p>

		students and encourage them to participate and remove any financial barrier that may exist.
PWI	Behaviour and Standards – all students display outstanding behaviour in lessons and around school.	<p>Positive Behaviour Strategies are employed across the whole school that centre on building positive relationships, using positive language and being non-confrontational.</p> <p>Staff booklets are produced as well as regular PBS staff briefings to help train staff with the consistent use of PBS that centre on TMSW and out culture and ethos which helps all pupils feel safe, be happy and enjoy coming to school, so that all pupils, and key DA pupils among them, receive a caring and consistent approach in lessons and around school.</p> <p>Transfer data is carefully tracked and all pupils who reach a threshold are supported with individual support plans.</p> <p>Specific DA pupils and all SEN pupils are proactively targeted, and parents/carers are invited in for target setting & support meetings and regular follow-up meetings throughout the academic year.</p> <p>End of year 21/22 data showed that 84% of the whole-school did not receive a single lesson transfer.</p> <p>Any DA pupil reaching a transfer threshold receives individual support and meetings from pastoral staff to agree support and future actions.</p>
PWI	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.	<p>We are a Diana Award Anti-Bullying School and deliver annual training sessions for a group of identified pupils who perform the role of Pupil Anti-Bullying Ambassadors, DA pupils among them. This is fully funded by the school and scheduled into Period One curriculum planning.</p> <p>All pupils, DA among them, are surveyed three times a year with a specific question focus on celebrating commonalities, valuing differences and never accepting bullying, harassment and violence. The most recent pupil survey stated that 100% of pupils agreed our school did this.</p> <p>Individual pupils are spoken to regarding any response that needs follow-up, with DA pupils being a particular focus.</p> <p>Regular pupil assemblies and Period One lessons stress our caring culture and that bullying, harassment and violence have no place in our school.</p> <p>Pupils are regularly informed about how to access support. Website reporting buttons and anonymous letter boxes are available or pupils to</p>

		<p>report issues that they may not feel comfortable speaking to a trusted adult about.</p> <p>Whole-school pupil surveys are conducted three times a year and individual follow-up is conducted by Pastoral Teams for any pupil who states an area of concern regarding bullying, harassment and or violence.</p> <p>Year group Pupil Voice meetings are held termly with a particular focus on pupil wellbeing, happiness and safety and questions related to Period One curriculum and bullying, harassment and violence.</p> <p>Follow up action points discussed at senior leadership level with agreed actions</p>
PWI	<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>91.4% whole-school attendance end of 21/22 which was significantly above both national average and local average.</p> <p>88.4% whole-school DA attendance end of 21/22 was roughly in-line with previous trends although this 3-year trend was covid affected.</p> <p>Any absent DA pupil receives first day absence phone call and planned home visit should attendance be classed as PA.</p> <p>Attendance Officer, senior leadership team lead and pastoral staff meet weekly to discuss attendance issues, particularly those who are DA and other PA pupils and agree intervention and action.</p> <p>School Intervention Plan is followed so that contact is made, and support offered to all pupils, DA among them, who fall below the categories of attendance of 96%, 93% and 90%.</p> <p>Funding allocated to rewards and incentives for all pupils with improved attendance & punctuality and bespoke rewards created for particularly vulnerable pupils, DA among them.</p> <p>Reward letter sent termly for pupils with excellent attendance and punctuality.</p> <p>Reward postcards sent termly for all pupils showing good attitude, attendance, punctuality, character or personal development.</p> <p>26% improvement on whole-school punctuality in Term 1 22/23 compared to same time last year.</p> <p>31% overall improvement in whole-school punctuality for in 21/22 compared to similar end of year total for 20/21.</p>