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## Pupil premium strategy statement: The Malling School

### 1. Summary information

<b>School</b>	<b>The Malling School</b>				
<b>Academic year</b>	<b>2020/21</b>	<b>Total PP budget</b>	<b>£206,474</b>	<b>Date of most recent PP review</b>	<b>n/a</b>
<b>Total number of pupils</b>	<b>941</b>	<b>Number of pupils eligible for PP</b>	<b>246 (26%)</b>	<b>Date for next internal review of this strategy</b>	<b>Sept 21</b>

### 2019/20 attainment

	<i>Pupils eligible for PP (school)</i>	<i>Pupils eligible for PP (national)</i>
% achieving 5+ good GCSEs inc. EnMa (32 out of 121 Y11 pupils eligible for PP)	<b>25%</b>	<b>37%</b>
% achieving 9-5 in English and Maths (32 out of 121 Y11 pupils eligible for PP)	<b>25%</b>	<b>39%</b>
% achieving 9-4 in English and Maths (32 out of 121 Y11 pupils eligible for PP)	<b>53%</b>	<b>59%</b>

### Final 2019/20 attainment - Overall P8 score

	<i>Pupils eligible for PP (school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
<b>Progress 8 score average</b>	<b>0.2</b>	<b>-</b>	<b>0.01</b>
<b>Attainment 8 score average</b>	<b>40.62</b>	<b>36.1</b>	<b>48.3</b>

### 4 Year Trend - Historical attainment - Overall P8 score

	<b>TMS Disadvantaged P8 score</b>	<b>TMS Non-disadvantaged P8 score</b>	<b>TMS P8 gap between FSM and Non-FSM pupils achieving 5+ good GCSEs including English and Maths</b>	<b>National P8 gap between FSM and Non-FSM pupils achieving 5+ good GCSEs including English and Maths</b>
<b>2016/2017</b>	<b>-0.19</b>	<b>-0.25</b>	<b>+0.06</b>	<b>-0.60</b>
<b>2017/2018</b>	<b>-1.24</b>	<b>-0.63</b>	<b>-0.61</b>	<b>-0.60</b>
<b>2018/2019</b>	<b>-1.18</b>	<b>-0.51</b>	<b>-0.59</b>	<b>-0.60</b>
<b>2019/20</b>	<b>0.2</b>	<b>0.58</b>	<b>-0.38</b>	<b>-</b>

## 2. Barriers to future attainment for pupils eligible for PPG funding at The Malling School

### **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	<b>Low prior attainment and literacy levels - this leads to some social communication difficulties and issues with reading and writing.</b>
<b>B.</b>	<b>PP pupils do not take full advantage of opportunities outside of school hours to promote, extend or consolidate their learning</b>
<b>C.</b>	<b>Low academic and emotional resilience</b>
<b>D.</b>	<b>Low parental engagement/parenting skills/literacy levels</b>
<b>E.</b>	<b>Housing issues i.e. overcrowding, temporary poor quality accommodation, no working space at home for pupil</b>
<b>F.</b>	<b>Poor health and diet, high level of medical needs</b>
<b>G.</b>	<b>Lack of appropriate study skills</b>
<b>H.</b>	<b>Lack of Higher Education among parents</b>
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	<b>School PP Absence for 19/20 is 8.3%. School Non PP Absence for 19/20 is 4.6%, the attendance gap is 3.7%.</b>
<b>B.</b>	<b>Lack of support and engagement from some parents of PP pupils; less value placed on educational success from some parents of PP pupils</b>
<b>C.</b>	<b>Broken family structures, family stress/illness</b>
<b>D.</b>	<b>Safeguarding and Welfare issues, which may lead to Social Services involvement.</b>
<b>E.</b>	<b>Loss and bereavement.</b>
<b>F.</b>	<b>Trauma and other Mental Health issues in the family and/or child</b>
<b>G.</b>	<b>Socio-economic disadvantage i.e. poverty</b>
<b>H.</b>	<b>Housing issues i.e. overcrowding, temporary poor quality accommodation, friction with neighbours and other members of the community</b>
<b>F.</b>	<b>Lack of access to IT hardware, software and internet limiting engagement with virtual learning</b>

### 3. Desired outcomes for 2020/2021

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Ensure PP pupils' outcomes in English and Maths are in line or better than non-PP outcomes.</b>	<b>Rates of progress in Maths and English in KS3 and KS4 for PP pupils is in line or better than 'others' or that the gap is closing rapidly.</b>
<b>B.</b>	<b>Rapid progress in literacy and numeracy for KS3 PP children enabling them to fully access the curriculum</b>	<b>Students in KS3 identified as have their reading ages below 11 years will make rapid progress to align them with their chronological age. PP children by the end of 20/21 identified as requiring intervention make more progress than other pupils in Maths and English.</b>
<b>C.</b>	<b>Increased attendance rates for pupils eligible for PPG.</b>	<b>Reduce the number of absences for PP pupils and lateness incidents for PP children. Overall attendance for PP children increasing to 96% in line with other pupils.</b>
<b>D.</b>	<b>Improve the attitudes and develop the characters of PP children resulting in fewer 'Transfers', a reduction in exclusions and increased rewards and celebration.</b>	<b>A reduction in behavior codes, transfers and FTE for PP children. Improved ATL for PP children and accumulation of 'The Malling School Way' achievement points and rewards.</b>
<b>E.</b>	<b>Increased focus on improving teaching and learning through CPD, department time, learning communities and briefings embedding strategies that are effective in encouraging rapid progress for disadvantaged children. Structured home learning time tables, improved frequency and quality of home learning, increased rigor for tracking, monitoring, support and sanctions.</b>	<b>PP children benefit from silent planned practice and disruption free lessons. Making improved progress as a result of expert instructional teaching and strategic questioning. The children experience a broad homework curriculum increasing opportunities for independent practice, embedding knowledge and mastering skills.</b>

## 4. Planned expenditure

**Academic year** 2020/21

**The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.**

**Quality of Teaching for all – Allocated spend £ 104,500**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality teaching and learning for all	<p>Driving up standards of teaching</p> <ul style="list-style-type: none"> <li>• Developmental learning walks for all teaching staff every term (minimum 2 each)</li> <li>• Departmental time focused on T&amp;L, curriculum development, assessment development and quality assurance</li> <li>• 1:1 conversations (3 per year) to reflect on practice and identify areas for development</li> <li>• Mentoring for new staff (new to the school and NQTs)</li> <li>• Behaviour system that allows teachers to teach</li> <li>• Regular HoD meetings to focus on QTLA and curriculum development</li> <li>• HoD line management to focus on curriculum development and spending time in lessons</li> <li>• Teaching strategies do not isolate students and enable all students to engage and achieve. Scaffolding is used to move students forward</li> </ul> <p>Continuous professional development</p> <ul style="list-style-type: none"> <li>• Weekly CPD 'lecturettes'. These deliver research-based ideas on strategies for</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</a></p> <p><i>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.</i></p> <ul style="list-style-type: none"> <li>• Theory of instructional teaching has proven track record</li> <li>• High frequency, low stakes development is has a greater and more sustainable impact than</li> <li>• DLWs show consistent application of pedagogy and areas for further development are clearly shared. DLWs show improvements in the identified areas</li> <li>• All staff take responsibility for their own development and are aware of areas to improve and how to do this</li> <li>• Regular conversations ensure that QTLA development is ongoing, rather than the 'peaks and troughs' phenomenon that can happen with a traditional lesson observation cycle</li> <li>• Staff will have consistently high</li> </ul>	<ul style="list-style-type: none"> <li>• SLT line management of HoDs</li> <li>• Regular monitoring of QTLA by SLT</li> <li>• Discussion, sampling and QA by HoDs</li> <li>• Discussion, sampling and QA by SLT</li> <li>• QA performance development targets</li> <li>• DLWs directed in areas of concern to check for improvements</li> <li>• External QA process with school improvement advisor (Kim Gunn)</li> <li>• Sampling CPD workbooks to evaluate the effectiveness of them. Develop the book for year 2 based on feedback from SLT, HoDs and teaching staff</li> <li>• Review of performance development targets</li> <li>• Year 11 and 13 outcomes will be used as an indicator of QTLA but not as a judgement of effectiveness</li> <li>• ECF pilot organisers to receive evaluative feedback to ensure the official rollout is successful</li> </ul>	BCh, SLT and HoDs	<p>Termly DLW and 1:1 meetings.</p> <p>Termly work sampling.</p> <p>Scheduled HOD meetings.</p> <p>Staff PD workbooks reviews termly.</p>

	<ul style="list-style-type: none"> <li>improving T&amp;L</li> <li>Appraisal changed to 'Performance development' and now linked to QTLA rather than data</li> <li>Ongoing development through self-reflection using CPD workbooks</li> <li>Termly CPD sessions ('Teacher Learning Communities') for departments to spend quality time developing an aspect of pedagogy in a subject specific way</li> </ul> <p>NQTs participating in National College Pilot of the 'Early careers Framework'</p>	<p>expectations for all students, regardless of starting points</p> <ul style="list-style-type: none"> <li>Teacher learning communities are a proven method of enabling teachers to work together in a non-threatening, developmental manner and when linked to a cycle of DLWs and subsequent review, have a positive impact on QTLA standards (William et al.)</li> </ul> <p>Early career teachers will receive a greater volume of developmental feedback and support throughout the beginning of their career to ensure they develop in the correct way</p>			
<p>Aspirational, knowledge rich curriculum for all.</p>	<ul style="list-style-type: none"> <li>Subject Curriculum Development Review meetings with every Subject Leader &amp; SLT link provide actions for continuous improvements to curricula and support to ensure improvements occur.</li> <li>HOD &amp; SLT line management meetings focus on curriculum development.</li> <li>HOD meetings are aimed at embedding evidence-based approaches to effective curriculum design and implementation (including effective use of department time).</li> <li>Increased department time &amp; department specific CPD to ensure that teachers' subject &amp; pedagogical knowledge continually develop (including routine collaborative planning, work sampling &amp; curriculum review following assessments within department teams).</li> </ul> <p>Students needing access to remote education receive high-quality, curriculum -aligned lessons through</p>	<ul style="list-style-type: none"> <li>Subject leaders and teachers will be able to confidently describe their subject curriculum narrative.</li> <li>The whole-school curriculum is designed to support all subjects with intelligent interdisciplinarity &amp; character development embedded in line with the school's vision &amp; ethos.</li> <li>All subjects will have evidenced informed, well-sequenced, knowledge-rich, ambitious curriculum plans and supporting resources in place.</li> <li>High quality curriculum booklets are implemented consistently to support teaching of highly effective lessons.</li> <li>Evidenced-based strategies will be evident in lessons (high-challenge, scaffolding, guided &amp; independent practice, links to prior knowledge &amp; big ideas, effective use of assessment that leads to responsive teaching).</li> </ul>	<ul style="list-style-type: none"> <li>Regular learning walks &amp; work sampling.</li> <li>Staff &amp; student &amp; parent surveys / discussions.</li> <li>Curriculum Development Review meetings between Subject Leaders &amp; SLT link.</li> <li>Staff 1:1 reflections.</li> <li>Subject Leader reflections in HOD meetings.</li> <li>Cumulative assessment results reflect the confidence of PP students &amp; staff.</li> <li>P8 &amp; GCSE outcomes will be in line with school expectations of success.</li> </ul>	<p>KDA, SLT &amp; HODs</p>	<p>Termly DLW and 1:1 meetings. Termly work sampling. Scheduled HOD meetings. Staff PD workbooks reviews termly.</p>

	the Virtual School.	<ul style="list-style-type: none"> <li>Department meetings routinely include collaborative planning, work sampling &amp; curriculum review following assessments to continuously improve curricula.</li> </ul> <p>Students will feel confident in lessons and describe how to be successful in their subjects, test scores will reflect success.</p>			
Staff use whole class feedback strategies to effectively make positive impact on pupil progress	<ul style="list-style-type: none"> <li>The Malling School whole class feedback strategy is built into each departments assessment cycle and marking policy.</li> <li>Staff provide an assessment or marked piece of work and collect it in. Through WCF teachers plan the next steps in learning, identify misconceptions and errors, plan for the support they need to provide, recognise good work and allocate rewards, pick up presentation issues and problems with spelling or understanding of terminology.</li> <li>Pupils receive immediate feedback the next lesson in the form of DIRT (dedicated improvement and reflection time) where they will address misconceptions and have strategic opportunities to improve their knowledge and skills.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</a></p> <p><b><i>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.</i></b></p>	<ul style="list-style-type: none"> <li>Through DLW's SLT and subject leads assess how effectively the marking policy is being implemented</li> <li>Evidence in children's books of assessment points and DIRT lessons</li> <li>Observation and DLW's of DIRT lessons</li> <li>Staff will bring their WCF books to 1:1 meetings with their line managers</li> </ul>	BCH MLs, SDHT i/c of T&L, AHTs, 2 i/cofEn and Ma.	Termly DLW and 1:1 meetings. Termly work sampling. Scheduled HOD meetings. Staff PD workbooks reviews termly.

## 4. Planned expenditure

**Academic year** 2020/21

**The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.**

**Personalized support – Allocated spend - £ 76,000**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Personalized support	Building Reading Stamina Inference Training	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/</a> <ul style="list-style-type: none"> <li>• Building Reading Stamina intervention has been successful previously in the school and is ideal for pupils identified as an urgent intervention by Star Testing.</li> <li>• BRS is a system that has been developed by Reading Recovery to identify different reading needs and gives strategies relevant to the needs.</li> <li>• Inference Training focuses on developing pupils' inference skills. It was developed by Reading Recovery to support pupils whose reading ages are below</li> </ul>	<ul style="list-style-type: none"> <li>• Building Reading Stamina</li> <li>• All staff delivering intervention have been trained at least once by Jennifer Harrison of Reading Recovery.</li> <li>• Fifteen year 7 pupils identified as requiring 'urgent intervention' through Star Testing, three of whom are Pupil Premium. One year 8 and two year 9 PPG are also receiving this intervention.</li> <li>• Building Reading Stamina interventions are 15 minute one-to-one intervention that take place three times a week over a 10 week cycle which began on 2nd November. Dedicated member of staff to deliver.</li> <li>• Inference Training: 9 year 7 pupils identified for 'intervention'. And 11 more pupils who have a reading age below 9 years. These pupils</li> </ul>	JCA	Star Testing at end of cycle to measure progress



		their chronological age.	<p>have Inference training once a week during period one. Eight of these pupils are Pupil Premium. Eight additional year 8 pupils and 8 additional year 9 pupils also selected.</p> <ul style="list-style-type: none"> <li>• Inference Training is a 30-minute intervention with groups of up to five pupils once a week for 15 weeks. Staff fully trained.</li> </ul>		
	The Malling School Canon	<p>Rationale</p> <ul style="list-style-type: none"> <li>• The Canon is an agreed list compiled at Bronze, Silver and Gold reading levels. It comprises high challenge, high quality reads to engage pupils predominantly in KS3 with reading.</li> <li>• Pupils will be rewarded for reading specific quantities of books from the canon in the year.</li> </ul>	<p>How will you ensure it is implemented well?</p> <ul style="list-style-type: none"> <li>• Staff have devised reading record sheets and these and the canon are now included in the term 2 knowledge organisers.</li> <li>• Pupil record sheets are checked in the KS3 Library lessons and pupils take quizzes on the books they have read.</li> <li>• 20 minutes reading every night is a HW expectation and there is space for parents to sign the Ko to confirm their child is reading for the required time per night.</li> <li>• The library has moved venues and children will be able to browse and choose books there when it is safe to do so. Currently pupils are selecting books online. this online.</li> </ul>	<p>Staff Lead</p> <p>JCA CSH (Librarian)</p>	Weekly review

	Collective read	<ul style="list-style-type: none"> <li>The Collective Read strategy developed during lockdown when staff recorded their reading of all 59 chapters of Great Expectations and released a chapter on the school website daily.</li> <li>The Malling School aim to expose all pupils (regardless of reading age) to high quality vocabulary and literature twice a week in period one.</li> <li>The strategy includes thinking and talking questions linked to the Malling School Way qualities, particularly around leadership.</li> <li>For Terms 3-4, 14 staff are recording 'The Bone Sparrow' by Zana Fraillon.</li> </ul>	<p>Reviewing the approach, the following improvements have been made:</p> <ul style="list-style-type: none"> <li>Ensuring ICT set ups are optimal so that staff can play the recording and display the page under the visualizer</li> <li>Ensuring quality activities are incorporated into the PD booklet each term.</li> <li>Ensuring staff are trained and confident in delivery</li> <li>Fully integrating the TMSW qualities of being caring, determined and reflective and using assemblies and varied subject areas to explore the issues raised by the novel in more depth.</li> </ul> <p>Periodic QA of the provision.</p>	FMI/JCA Reading team	Planning is in progress and success will be constantly reviewed throughout each term.
	Accelerated reader	<ul style="list-style-type: none"> <li>A successful strategy, accelerated reader has been deployed at TMS for 8 years.</li> <li>AR tests reading ages and identifies those pupils requiring intervention.</li> <li>Pupils can quiz on their books and a report informs staff of any reading and comprehension issues.</li> <li>Pupils write reviews and post them, parents can track their child's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Testing begins in September and again in terms 3 and 5, continually tracking progress.</li> <li>Testing of pupils involved in intervention takes place at the end of their BRS or inference cycle to assess effectiveness of the support.</li> <li>English teachers and the school librarian discuss pupil's individual reading choices and progress with them in fortnightly library lessons.</li> </ul>	CSh JCA	Regular review of Ar data

	Homework	<ul style="list-style-type: none"> <li>Initially the school utilized SMH as a platform to present home learning moving to Knowledge Organisers, nightly learning of specific sections recorded in a HW book and quizzed on in class in 2019/20.</li> <li>For 2020/21 the school has progressed to a hybrid system of quizzes on Teams, HW booklets for KS4, Hegarty Maths, Tassomei for Science and an online platform for MFL as well as 20 minutes reading a day.</li> <li>Feedback from pupils is that they are managing the platforms well but did like physical copies and therefore the children have been provided with Ko's to supplement the homelearning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers set the HW on Teams or weekly HW tasks are published in the curriculum booklet and Ko.</li> <li>The online platforms let teachers know who has completed. For other subjects, such as English, classroom tests of knowledge and physical work in HW books is submitted for marking.</li> <li>Failure to complete HW results in a K code (K standing originally for knowledge organizer) Once a pupil has 5 K codes they receive an after school detention. This also triggers monitoring and support by the Pastoral leads, Guidance managers and tutors.</li> <li>Attitude to HW is a category on the termly reporting to parent documents.</li> <li>For those pupils with no ICT access staff provide a HW club 8 out of the 10 nights held in the library and staffed by volunteers. This is currently only for year 7 but will become KS3 post COVID.</li> </ul>	FMI	Weekly tracking document
	Year 11 Period 1 intervention	<p>Rationale</p> <p>Period one (tutor time) is often considered the gold standard of intervention time. By using this time effectively all students are able to access intervention which will help to close any gaps in their knowledge. This is particularly important this year due to lockdown.</p> <p>Y11 have 4 sessions of P1 intervention a week and one day in their tutor groups with their form tutors to ensure that their pastoral needs are met. Because of restrictions with rooming's and moving around it was decided this year that all students should attend masterclass style interventions in larger groups that address whole year group misconceptions and gaps in knowledge. However this approach has been well received by students who have found it to be inclusion, and have reported that they all feel valued and that time and effort is being put in to help to improve the progress that they are making. Students are timetabled between Maths, English and Science P1 sessions in T1 and T2. This will be evaluated at the end of term 2 and a decision will be made as to whether other subjects should be included in P1. Other subjects currently have</p>	<ul style="list-style-type: none"> <li>Sessions are planned around the content from lockdown where there are likely to be most misconceptions and the February mock examination results.</li> <li>Intervention teachers plan each term in advance.</li> <li>Subjects identify areas of weakness/misconceptions across the year group</li> <li>Students are 'tested in' so that class teachers are able to assess a base level of understanding</li> <li>Intervention sessions are carried out based on these test results</li> <li>Students are tested out to assess the impact of the sessions, and then any reteach required is delivered</li> <li>If reteach is required, then students are retested to ensure impact and progress.</li> </ul> <p>The February mock series will also help to assess impact.</p>	EHa	<p>Ongoing</p> <ul style="list-style-type: none"> <li>Interventions are continuous reviewed by teachers, RSL and SDHT</li> </ul> <p>Impact measured after each section of teaching for the topic and at the end of term</p>

		optional P6 sessions timetabled which are open to all students, and all students are encouraged to attend when possible.			
	<p>Summer catch up</p> <p>4 days beginning 17<sup>th</sup> August 2020</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf</a></p> <p><b>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</b></p> <ul style="list-style-type: none"> <li>The Malling School provided 12 catch up intervention sessions in August during the week.</li> <li>The Year 10 children were selected as being identified as those that struggled to engage well during Term 5 and 6 virtual learning and those that would benefit from additional sessions to close gaps, reinforce knowledge and support transition into year 11.</li> <li>100% of the year 10 PP children were invited to attend sessions during the week of 17<sup>th</sup> August 2020 in Maths, Science, History, Geography and Computing</li> </ul>	<p>How to ensure it is well implemented?</p> <ul style="list-style-type: none"> <li>Subject leads identified the target children from the list of pupils requiring more support as a result of the effect of lockdown.</li> <li>Sessions were delivered by subject leads or senior staff within the department.</li> <li>Intervention sessions were carefully planned and the children were grouped depending on their current knowledge and attainment to ensure their provision is bespoke and suitable.</li> <li>SLT monitored attendance and conducted learning walks during the sessions to ensure provision is excellent.</li> </ul>	CDM	<ul style="list-style-type: none"> <li>The intervention delivery was reviewed during the week.</li> <li>The longer-term impact is assessed during class recall questions, planned practice, home learning, mini-assessments, home learning, period 1 interventions and November Mock 2020.</li> </ul>

	Period 6 intervention	Rationale	How to ensure it is well implemented?	CDM	Review
	<p>4 days a week for English, Maths and Science. Commencing in Term 2 2020/21. Term 2 – Term 5.</p>	<ul style="list-style-type: none"> <li>• PP year 11 children and those identified during lockdown as struggling to engage with virtual learning are invited to up to 28 intervention sessions each term.</li> <li>• Commencing in Term 2 2020 additional funding is utilized to extend the school day providing a period 6 in Mathematics, Science and two in English.</li> <li>• Children are identified by the Directors of Learning from the PP list and the list of those pupils struggling to engage well during lockdown in Term 5 and 6.</li> <li>• 27 children identified for additional support in English. 34 children identified for support in Science. 21 children identified for support in Mathematics. 13 PP (81% of all year 11 PP) pupils identified as requiring support for the first phase of period 6 interventions.</li> <li>• Staff and children and provided with snacks and refreshments during the sessions that run between 15:30 and 16:15 Tues-Fri.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically planned by core Directors of Learning. Sessions are delivered by excellent teachers.</li> <li>• Students carefully selected and identified.</li> <li>• CDM and EHA monitor attendance and follow up with pupils and families.</li> <li>• A groups TEAMS area stores the subject overviews, pupil data and sessions resources.</li> <li>• SLT drop in's to each session daily.</li> <li>• Assemblies with year 11 to continue to provide encouragement and praise and to address absence.</li> </ul>		<ul style="list-style-type: none"> <li>• The interventions are continuously monitored during their delivery.</li> <li>• Attendance issues are addressed the following day by SLT, RSL and GM.</li> <li>• Impact will be measured during the sessions and towards the end of each term with appropriate assessments.</li> <li>• Progress and impact measured during November and March Mocks, classroom recall questions, planned practice, home learning and cumulative assessments.</li> </ul>

	Year 11 Masterclasses	<p>Whole year group masterclasses will run as an optional period 6 session from T2, open to all Y11 students 3 times a term: one in English, one in Maths and one in Science. Masterclasses will be held in the hall using exam desks, focusing on addressing whole year group gaps in knowledge and exam preparation.</p> <p>They also benefit students as they get the used to the environment in which they will be sitting their GCSE exams – silence, exam desks etc.</p> <p>Following the first masterclass Y11 students reported that they found it incredibly beneficial and that again it instilled that they were valued and that we were continuing with an inclusion intervention approach, and really appreciated the effort that their teachers were putting in outside of lesson time to help them to achieve their full potential,</p>	<ul style="list-style-type: none"> <li>• Students and parents regularly reminded of masterclass dates in assembly, form, intervention, subject lessons and letters home</li> <li>• Ensure hall is set up in advance ready for masterclass</li> <li>• Ensure all staff involved are happy with what they are doing and have all resources needed</li> </ul> <p>The English masterclass was held on 12<sup>th</sup> November – 85 Y11 students attended.</p>	EHA, EAL,STH	Fortnightly reviews. Assessment drops. WCF feedback.
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## 4. Planned expenditure

**Academic year** 2020/21

**The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.**

**Embedding the school culture – Allocated spend £ 25,000**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Outstanding personal development	<ul style="list-style-type: none"> <li>• <b>Personal Development Pathways</b>– Personal Development Pathways (PDP) exist for every student in every year group to ensure character education is a prime focus. This will help develop the whole student, especially vulnerable PPG pupils.</li> <li>• <b>Period 1 – Inspirational Figures</b> Students are explicitly taught about figures exhibiting character virtues. This helps develop student character, especially in providing cultural and character capital for those who might not otherwise be exposed to this.</li> <li>• <b>Period 1 – Guided Reading</b> Students all read and discuss classic texts with their tutor, supporting their literacy development and cultural capital. This is especially supportive to those who might not have access to literature or be encouraged to at home.</li> <li>• <b>Period 1 – PSHCE</b> All students cover PSHCE</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/character/">https://educationendowmentfoundation.org.uk/school-themes/character/</a></p> <ul style="list-style-type: none"> <li>• PDP will enable students to own their development and allow for staff to track and encourage: <b>Y7 Clubs and TMS Passport</b> <b>Y8 Clubs, TMS Passport and TMS Sea Cadet Corp Unit</b> <b>Y9 Clubs, TMS Passport and Bronze DofE completion for all students</b></li> <li>• <b>KS4</b> – continuation of above</li> <li>• Inspirational Figures have been shown by the Jubilee Centre to support individual character development. This also supports FBVs.</li> <li>• Guided Reading has been shown to dramatically improve literacy rates. Sharing classic texts and those with moral themes has been demonstrated to improve cultural capital and aid in character development.</li> <li>• PSHCE framework is statutory requirement. Citizenship topics also covered in line with statutory. Where teaching is improving, it is shown to benefit those most behind, the most. Students lacking guidance in life skills will therefore benefit most from this improvement. This wasn't centralised and monitored before, so ensures improvement.</li> <li>• DofE has been shown to</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly meetings between CPO and PWi to ensure logistic and monitoring in place.</li> <li>• CPO weekly briefing of Period 1 topics, with guidance for tutors</li> <li>• CPO daily monitoring of tutor deliver of period 1</li> <li>• CPO to suggest to PWi needed CPD for tutors and other staff</li> <li>• Tutors and PLs to monitor uptake of PDP activities and encourage further engagement</li> <li>• Tutors and PLs to feed back to CPO and PWi need for additional support on PDP activity uptake.</li> <li>• All students are tracked on their participation in the Personal Development Pathways (PDP). If any particular student, especially PPG, are not taking these opportunities then individual approaches are made to students and their families. Financial barriers are removed for any PPG student.</li> <li>• School council to feedback to PWi and CPO on issues surrounding update of PDP, character development and rights respecting school.</li> <li>• Jubilee Centre working with PWi and CPO to review implementation of School of Character Plans – external audits will provide support and direction.</li> <li>• UNICEF UK working with PWi and CPO to review implementation of Rights Respecting School Plans – external audits will provide support and direction</li> </ul>	PWi, CPO	Termly reviews and action points created

	<p>topics with their tutor in a supportive group. This enables life skills to be learnt, especially for those who might lack this support at home.</p> <ul style="list-style-type: none"> <li>• <b>Duke of Edinburgh's Award-</b> DofE is made available and encouraged for all students in Y9. This is made free for PPG students and enables all students to access activities they might otherwise not engage in.</li> <li>• <b>School of Character–</b> Character development has been made explicit in period 1 teaching, the rephrasing of the Malling School Way and structuring student behaviour strategies. This is of extra benefit to student who might lack support at home.</li> <li>• <b>Rights Respecting School–</b> Students are educated about rights through the curriculum, have their rights put central to our work and are encouraged to support the rights of others. This empowers all our students, but provides a framework to access support that might not otherwise be available to those lacking it at home.</li> </ul>	<p>develop significant life skills, character development and employability. It is typically only taken up by a limited number, and usually the most affluent. By funding this for all PPG, we aim to support those who need the advantages it gives the most.</p> <p>School of Character and Rights Respecting School work has been shown to help the lifelong development of all, but is often developing in areas that those with most resources at home could access. By making this work central and explicit, it aims to support all across the school, especially PPG students.</p>			
<p>Disruption free classrooms and outstanding personal development</p>	<ul style="list-style-type: none"> <li>• <b>Pastoral leaders (PL) -</b> All PLs monitors every student in their year group on a daily basis through trackers that record attendance, punctuality, equipment, homework and transfers. These are used to identify key students that need support and the possible barriers to high standards.</li> <li>• PLs will hold TMS 360</li> </ul>	<ul style="list-style-type: none"> <li>• PLs will be able to clearly identify individual students who are not achieving high standards on a regular basis by the number of L, Q, K, and T they receive.</li> <li>• A robust after-school detention system is in place to ensure high standards in all classrooms and around the school</li> <li>• A tiered intervention process is followed to ensure support for all students, PPG among them</li> <li>• PLs and GMs provide three</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings held between PWi and PLs to ensure TMS 360 Support Framework meetings are held when a transfer threshold is met.</li> <li>• Weekly attendance review meetings held between: PWi and Attendance Officer (AO) PLs and AO GMs and AO</li> <li>• As a result of these meetings, the TMS Attendance Ladder Intervention Scheme is implemented to ensure all students attend school regularly, PPG students</li> </ul>	<p>PWi, PLs and GMs</p>	<p>Termly reviews and action points created</p>



	<p>Support Framework meetings with all students who reach a tracker threshold (e.g. 10 lesson transfers) to ensure all necessary support is in place.</p> <ul style="list-style-type: none"> <li>• <b>Guidance managers</b> - regularly contact parents/carers to ensure support is provided on an informal basis. GMs will join TMS 360 Support Framework meetings</li> </ul>	<p>tiers of support.</p> <ul style="list-style-type: none"> <li>• Tier 1 support that is specific school support such as timetable changes. Tier 2 support is continued tier 1 support plus external agency support, such as Early help. Tier 3 support is a continued tier 1 and 2 approach plus specialized external support such as Maidstone &amp; Malling IYFA and Maidstone &amp; Malling Alternative Provision</li> </ul>	<ul style="list-style-type: none"> <li>• among them Attendance thresholds of &lt;96%, &lt;93% and &lt;90% trigger the TMS Attendance Ladder Intervention Scheme. These thresholds are analysed on a weekly basis in the meetings.</li> </ul>		
Engagement and rewards	<ul style="list-style-type: none"> <li>• The rewards system has been overhauled for the academic year of 20/21.</li> <li>• Removing reward cards with staff now allocating rewards on SIMS.</li> <li>• Staff write 3 postcards each term with the Headteacher writing postcards to children with high achievement points and low behavior points.</li> <li>• Achievement points are linked directly to The Malling School Way character and education values.</li> <li>• Pupils are celebrated in assemblies every second term receiving praise, certificates, vouchers, and The Malling School Way badges.</li> <li>• The Malling School Way badges are part of a tiered system awarded at specific levels of achievement points.</li> <li>• Each term outstanding work is selected in every subject area and displayed on in our Gallery of Excellence corridor and in online videos shared on social</li> </ul>	<ul style="list-style-type: none"> <li>• The reward points link directly to The Malling School Way character and academic values acting to promote these values for academic success and for the children to develop into good people.</li> <li>• The school has whiteboards on the board for SWAT (the behavior strategy) which has now been split to include The Malling School way which acts as a method to publicly celebrate children exhibiting these values.</li> <li>• The reward system operates synergistically with the schools character education.</li> <li>• Children value achievement points, they value praise and strive to exhibit desirable character and academic qualities.</li> <li>• Rewards and success are celebrated publicly with parents, in the Gallery of Excellence, School TV's and social media.</li> </ul>	<ul style="list-style-type: none"> <li>• DLW's by subject leads, PL's and SLT will monitor the use of The Malling School Way reward points and board.</li> <li>• AHT and DHT monitor the tracking of TMSW points weekly.</li> <li>• PL's celebrate and discuss TMSW with their year groups in assembly weekly.</li> <li>• Student tracking of behavior codes and reward points triggering support and interventions.</li> </ul>	CDM	<p>Weekly attendance tracker.</p> <p>Weekly publishing during assemblies and on School TV's.</p> <p>PL's monitor weekly.</p> <p>Bi-termly celebrations assemblies.</p>

	<p>media.</p> <ul style="list-style-type: none"><li>• Rewards and celebrations are shared across the school on school TV's in strategic locations and in assemblies.</li></ul>				
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