

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023/24 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	1068
Proportion (%) of pupil premium eligible pupils	28%
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	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	JVE
Pupil premium lead	CDM
Governor / Trustee lead	SWA

Funding overview Detail	Amount
Pupil premium funding allocation this academic year	£255,831
Recovery premium funding allocation this academic year	£114,338
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	£402,601

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 28% of children identified as disadvantaged. This is above the national figure of 26.3%.

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 2022/23 was 87.5%. This was above the national average. This was a 0.8% increase compared to the previous academic year. 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 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 2022/23 the PP students progress 8 is the highest in the schools history. The gap still remains 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: £535,820

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:£ 163,456

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: £ 170,573

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 2022 to 2023 academic year.

Intended outcome	Success criteria
Improved Progress 8 outcomes – BCH/KDA	Achieve positive progress for disadvantaged students
Improved Attainment 8 outcomes – BCH/KDA	Achieve national average for attainment for all students
Improved attendance - CDM	Improve attendance to national average for all students
Increased EBacc entry - KDA	Increase EBacc entry for all students
Decreased exclusions and behaviour incidents - BCH	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 - BCH	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
BCH	Teachers explicitly plan for effective use of a range of metacognition teaching strategies in lessons.	Pupils are aware of how they learn, why they learn and how the memory works. They use this to manage their own learning and is has helped them be successful in lessons, assessments and exams.
CDM	Pupils confidently use a range of strategies in lessons and at home to support independent learning.	<p>PP P8 increase to -0.28. This is the highest P8 for DA students in the schools history. There is still a gap between them and their non-PP counterparts, however every effort is made to remove all barriers to their success.</p> <p>Improved departmental policies and monitoring.</p> <p>Purposeful homework issued complimentary of the school curriculum.</p> <p>Homework vision and strategy supports the IB (International Baccalaureate) learner profile.</p> <p>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>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</p>

		and all students with 10 or more homework codes a term received supportive parental meetings.
KDA	Parents understand what their child is learning and how they can support them at home.	Surveys: Feedback from Nov 2023 survey shows 94% of parents state that the school makes them aware of what their child is learning (compared with 75% in Nov 2022). As a result of including the curriculum links on reports, information evenings and weekly bulletins. Information evenings & homework workshops: Parent forum group report they have a better understanding of how and why we assess, effective revision support and how they can support pupils at home. As a result of bulletins, information evenings, revision guides, homework workshops and parent meetings to support specific pupils.
BCH	Pupils are preparing for assessments and reflecting on their learning.	Assessment outcomes are continually improving and pupils are saying that they are well prepared for success. They can identify what they know, what they don't and how to improve. They are then demonstrating improvements in later assessments
KDA	Pupils can articulate how their learning links to their aspirations and future pathways	Pupil voice: P1 curriculum reviews show how pupils now have a better understanding of the connection between their learning and their future aspirations. Examples of support include: career guidance via Unifrog from year 7, careers interviews, improved P1 curriculum, targeted support. Destinations: More students than ever have joined our sixth form and all 2023 students went onto meaningful destinations.
BCH	During verbal responses pupils are confident in using subject specific terminology to speak like subject experts	This is evidenced in DLWs and curriculum planning documents. Pupils use terminology and teachers correct them when they don't. As a result, pupils are using this in assessments to achieve higher marks.
BCH	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	Pupil voice during Ofsted was very positive. Inspectors report that pupils are eloquent and knowledgeable. Written work is meaningful and well completed and where it is not, pupils are supported to improve. The impact is improved written assessments and higher achievement in long-answer exam questions.
KDA	Pupils can articulate how their learning links to other knowledge and its relevance to them	Lesson observations: lesson reviews show classroom discussions and activities where students are encouraged to make connections between different knowledge areas. This is as a result of improved curriculum design and teacher expertise from subject-specific CPD.

		Pupil voice: feedback from pupils shows they are increasingly able to make links between knowledge and can articulate how concepts relate to real life scenarios. These surveys have been embedded into curriculum reviews.
KDA	Pupils are supported for their next steps. Pupils secure suitable post-18 destinations.	Tracking progress: Records of the support provided to pupils for their next steps show that they have received careers meetings, mentoring, counselling, guidance sessions, work experience, mock interview training and support with applications including UCAS where necessary. Post-18 destination data: Comprehensive tracking of where students go after completing their education shows all students secured meaningful destinations.
Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
BCH	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	The reading gap is closing and more pupils from lower starting points are accessing the curriculum. Pupils can demonstrate engagement in challenging content through better reading practices. Small group interventions that are targeted have demonstrated rapid improvements in closing the gap between those pupils and their non-disadvantaged peers.
LWI	To be recognised as a highly inclusive school through the Kent Inclusion Leadership Programme (ILP)	The Malling School engaged in the Kent Inclusion Leadership Programme. Unfortunately, the other schools involved in the project failed to engage, meaning the process was halted but TMS managed to reflect on some good practice as a result. The Lead ILE, also left the school making the continuation of the project problematic.
LWI	To liaise closely with local and SRP feeder primary schools building links to support transition and collaborations.	Strong links have been formed with local feeder schools making the school's transition programme very strong. SEN team has taken part in the STLS STING Project, which has tightened links between feeder schools. SEND team regularly and confidently liaise with primary school SENCo regarding newly transitioned pupils.
SBI	Development of Support Staff through excellent, ongoing CPD	Support staff report satisfaction in how they have been supported to develop. An ongoing plan for improvement has led to an increase in productivity across support staff roles.
CDM	Targeted period 6 interventions deploying NTP funding close knowledge gaps for identified students in a range of subjects including English, Maths and Science.	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.

		<p>The Malling School has used a combination of school-led tutoring programs and National Tutor Partners.</p> <p>Targeted English period 6 curriculum for entire academic year.</p>
Wider strategies (for example, related to attendance, behaviour, wellbeing)		
BCH	TMS has a caring culture where bullying is extremely rare	Incidents of bullying remain low, but pupils are aware of and comfortable using the 'report it' button on the school website. Parent and pupil surveys report that bullying is rare and always followed up when it does happen.
BCH	Pupils feel confident in sharing their concerns and wellbeing issues with a trusted adult	See above. Pupils report that they will speak to their pastoral teams when there is a concern and MyConcern logs reflect this. Parents also report effective communication through regular surveys.
BCH	TMS community celebrates equality and diversity; no form of discrimination is tolerated	Acts of discrimination remain rare and when this does happen, follow up is robust and effective. There are no reports of repeat incidents
BCH	Personal development and character education at TMS is exemplary and all pupils benefit	The school offers over 60 clubs and attendance at these remains high, with DA pupils well represented. TMSW lessons during period 1 explicitly teach positive character traits and pupils exhibited these during Ofsted, with this area recognised as a significant strength.
CDM	All pupils are supported to maintain excellent attendance	TMS attendance for 2022-23 was 92.84% and for DA students this was 87.5%. Both figures are above the Kent and National average. The DA attendance was 1% lower than pre-covid figures.