

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/25 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	1051
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 25/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2025
Statement authorised by	JVE
Pupil premium lead	CDM
Governor / Trustee lead	SWA

Funding overview Detail	Amount
Pupil premium funding allocation this academic year	£267,484
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£267,484

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 27% 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 2023/24 was 89.3%. This was above the national average. This was a 1.3% 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 8 score for 23/24 for whole school was -0.21, PP was -0.71, non-PP was -0.06. Gap of 0.65. The gap in 22/23 was 0.75 therefore the gap has closed slightly between PP and non-PP.

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: £131,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality, impactful, and engaging CPD sessions centred on modelling and scaffolding, aligned with the principles of Malling Mastery. Establish mechanisms to evaluate the effectiveness and impact of CPD, and implement adjustments as needed to ensure continuous improvement	https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet	2,4,5
Embed 'Malling Mastery' as a tool to underpin CPD across the school at a whole school, departmental and individual level. Support and develop middle leaders to strengthen their leadership skills and strategic oversight, with the goal of enhancing teaching quality and student outcomes in their respective subject areas.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2,4,5

<p>Provide tailored coaching, regular progress reviews, and collaborative goal-setting to ensure consistent progress. Implement mechanisms to monitor the impact on student performance, making data-driven adjustments to strategies as needed for continuous improvement.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2,4,5,</p>
<p>Deliver the whole school coaching programme to provide teachers with consistent, high-quality feedback that supports professional growth and instructional improvement. Regularly monitor trends and emerging needs among teaching staff, using these insights to refine coaching priorities and practices. Deliver a targeted TA coaching programme to ensure that TAs deliver high-quality support in lessons, enhancing student engagement and learning outcomes. Implement a system to evaluate the impact of both coaching programmes and make data-informed adjustments as needed to maximize their effectiveness.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>Pupils confidently use a range of strategies in lessons and at home to support independent learning.</p>	<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>2,4,5</p>

Develop a system for Quality Assurance of homework, including regular checks on relevance, difficulty, and completion rates.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	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
Using subject specific terminology to speak like subject experts	The most promising approaches that emerge from the evidence so far include Oral language interventions, phonics approaches and reading comprehension strategies.	
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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence suggests that strategies that promote oracy can have an additional +6 months' progress.	2,4,5

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Pupils can articulate how their learning links to other knowledge and its relevance to them	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning	2,4,5
Pupils are supported for their next steps. Pupils secure suitable post-18 destinations.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	2,4,5

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

Budgeted cost:£175,825

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
To ensure that routines and systems are effectively and are well-understood by all stakeholders.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,4,5
All lessons are disruption free, teachers consistently correct behaviour issues in a warm and clear manner.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,4,5
Deliver a behaviour curriculum to ensure that students are explicitly taught how to behave at The Malling School.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,4,5
TMS has a caring culture where bullying is extremely rare	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,4,5

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 2023 to 2024 academic year.

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)

SLT	Activity	Impact
KDa	Teachers explicitly plan for effective use of a range of metacognition teaching strategies in lessons.	Pupils are aware of how they learn, and how the memory works. They use strategies in lessons to manage their own learning and this has helped them be successful in lessons, assessments and exams.
EAI	Pupils confidently use a range of strategies in lessons and at home to support independent learning.	Improved departmental policies and monitoring. Purposeful homework issued complimentary of the school curriculum. Homework vision and strategy supports the IB (International Baccalaureate) learner profile. Student and parent friendly homework guides online and in booklet form. Robust monitoring of homework codes and responsive support. Outstanding parental communication for missed homework. Improved wrap around support for families and students where homework is a barrier to learning. Improved the logging, tracking and consequences for failure to complete homework. Supportive pastoral and SLT meetings for missed homework.
KDa	Parents understand what their child is learning and how they can support them at home.	Surveys: Feedback from Nov 2024 survey shows that 98% of year 11 parents state that the school makes them aware of what their child is learning compared with 94% in Nov 2024 and 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.
KDa	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 2024 students went onto meaningful destinations.
KDa	During verbal responses pupils are confident in using	This is evidenced in DLWs and curriculum planning documents. Pupils use terminology and teachers correct them when they

	subject specific terminology to speak like subject experts.	don't. As a result, pupils are using this in assessments to achieve higher marks.
KDa	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 student surveys and curriculum reviews is very positive. 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)		
LWi	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.
Wider strategies (for example, related to attendance, behaviour, wellbeing)		
CDm	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.
CDm	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.
CDm	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
CDm	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.