



Pupil premium strategy statement

Malbank School & Sixth Form College



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Malbank School & Sixth Form College
Number of pupils in school	1147 (Sept 21)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	First review to take place September 2022
Statement authorised by	John Harrison – Headteacher
Pupil premium lead	Janine Edwards – Assistant Head
Governor / Trustee lead	Phil Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,955
Recovery premium funding allocation this academic year	£28420
School led tutoring fund	£23895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,111
Total budget for this academic year	£221486 (£245381 including SLTF)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Malbank School strives to support disadvantaged pupils to make the 60 matter and be the best that they can be. To make the 60 matter we strive to improve the attendance of our disadvantaged pupils, to identify and remove barriers to learning through quality first teaching, targeted academic support and non-academic support. We aim to support disadvantaged pupils to achieve the best outcomes so that they have appropriate pathways when they leave us and go on to make a valuable contribution to society and achieve in line with their peers. We use evidenced based research such as the EEF toolkit to inform decisions and planning alongside regular reviews of our pupils needs.

Following a review of previous practice, we have adopted a different philosophy for 2021-24 where we focus heavily on investing in teaching staff, particularly in Key Stage 3, to build foundations for success for all students with a focus on our disadvantaged students. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, both academic and non-academic. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy contributes to wider school plans for education recovery, notably in its targeted support through School led tutoring for pupils whose education has been worst affected by COVID, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – to make progress and achieve best outcomes pupils need to be in school to make the 60 matter. Whilst improvements have been made, we want to improve further. In 2020-21 the gap between disadvantaged students and their peers was 5.7%. Attendance of Pupil Premium students was 88.8%.
2	Outcomes - Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly mathematics and the EBACC subjects. Alongside this, ensure that

	disadvantaged boys are supported and challenged to achieve in line with their non-disadvantaged peers. On entry there is a gap between disadvantaged students and their peers in terms of their classification of being 'secondary ready' indicated by KS2 teacher assessments (12% English and 14% in Maths) and CAT testing on entry (Reading 17% and Maths 8%)
3	A number of disadvantaged pupils, have lower literacy skills, particularly reading, than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress across the curriculum. The average reading age on entry for disadvantaged Year 7 students is 5 months below their peers with 68.2% of disadvantaged students having a reading age more than 2 months below their chronological age which is , 4.8% higher than their non disadvantaged peers.
4	Mental Health and Well-being – Our assessments including student voice questionnaires and wellbeing surveys indicate that low aspirations, self-esteem and mental health issues impact on a number of pupil premium pupils across all year groups can have detrimental impact on their academic progress. Referrals for support from the well-being hub have increased.

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
Attendance of disadvantaged pupils will improve.	The attendance gap between disadvantaged and non-disadvantaged pupils will decrease. The initial target is to reduce this to below 5% and to increase attendance from 88.8%.
KS4 outcomes will improve	By the end of our current plan in 2024/25 the P8 gap between disadvantaged students and their peers will be reduced to at least -0.1. In 2019 the P8 gap was -0.69. Work scrutiny and lesson sampling will show that disadvantaged pupils have high levels of challenge in their learning which demonstrates good or better progress. Pupils' work deepens their knowledge, understanding and skills. Disadvantaged pupils will make progress in line with their targets and are in line with their non-disadvantaged peers. Improvements in Maths P8 and EBACC P8 will be made

	<p>By the end of the current plan in 2024/25 90% or more of our disadvantaged pupils will be entered for the EBacc. Last year this figure was 13%.</p>
<p>Literacy levels will improve.</p>	<p>Work scrutiny and lesson sampling will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations. Reading ages will be more in line with non-disadvantaged peers and will be in line or above chronological age. Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4</p>
<p>Pupils will feel supported and mental health and well-being as a barrier to progress will be reduced.</p>	<p>Self-esteem, resilience and motivation will improve leading to more confident learners with positive attitudes to learning and to their own well-being. There will be a reduction in lesson monitor 6 grades (where effort levels are low) and sanctions will also decrease. This will be sustained from 2024 and will be evidenced by student voice, stakeholder surveys, teacher observations and lesson monitor data.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teaching staff within core and EBacc subjects to facilitate smaller class sizes.	The EEF shows that this strategy has an impact of +2 months on average, however this can be accelerated as reduced numbers allow teachers to differentiate more easily, have more quality interactions with pupils and give increased feedback.	2
CPD – Wake up to Teaching and Learning, staff meetings and INSET focussing on quality first teaching, allowing the sharing of good practice for curriculum implementation and ensuring quality feedback.	Research from the NFER shows that the quality of teaching can make a whole year's difference. Our focus on making the 60 matter is at the heart of our school improvement work. The EEF shows that effective feedback can accelerate progress by 6 months.	2

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

Budgeted cost: £ 92000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of the English, Maths and Feedback teaching assistants to support class teachers and to deliver intervention to small groups or individuals.	The EEF Teaching and Learning toolkit states that 'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year'	2

<p>Effective use of the Accelerated reader programme – reading comprehension strategy.</p> <p>Deploy reading coordinator to coordinate the promotion of reading including the introduction of Sixth Form reading mentors.</p>	<p>Accelerated Reader has been shown to have impact both from national data and our in-school data. The EEF shows that reading comprehension strategies can impact on progress by an additional 6 months over the course of the year.</p>	<p>3</p>
<p>Curriculum support through purchase of resources and revision materials including GCSE POD an online learning tool.</p>	<p>Feedback from our disadvantaged pupils is that having access to revision materials is important to them and helps them to reinforce learning outside of the classroom.</p> <p>GCSE pod evidences that regular users achieve 1 grade higher per subject than non-users.</p>	<p>2</p>
<p>Engaging with the National and School led Tutoring Programme to provide tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Our assessments have led us to focussing on Phonics with Yr 7 students to help to improve reading and other literacy skills, MfL tutoring with Yr 9 students to help to ensure students are achieving the EBacc qualification and uptake is improved. In Yr 11 the focus will initially be on</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups</p> <p>The EEF indicates that one to one tuition can impact on progress by 5 months and small group work by 4 months. Likewise the EFF shows that explicitly delivering phonics accelerates progress by 5 months.</p>	<p>2, 3 & 4</p>

Mathematics and History supporting improved outcomes as outlined in the success criteria.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy Progress Managers to support the progress of disadvantaged pupils through mentoring, engaging parents and teaching metacognition and self-regulation skills.	These are strategies outlines in the EEF teaching and learning toolkit. Mentoring can increase progress by 2 months, engaging parents by 4 months and explicitly teaching metacognition and self-regulation strategies 7 months.	2 and 4
Deploy Inclusion Mentor to support pupils on a one to one or through small group work.	Students benefit from strong pastoral care and feedback is that they very much appreciate the support that they have access to in school.	4
Deploy attendance and welfare officer to support and encourage disadvantaged pupils in coming to school.	Internal data clearly indicates a link between attainment, progress and attendance. NFER briefing for school leaders identifies addressing attendance as a key step	1
Deploy family support coordinator to engage and support parents.	Parental engagement supports progress by 4months (EEF)	1, 3 and 4
Engage and deploy independent careers advisors and alternative provision to raise aspirations and to secure next step pathways.	The Gatsby charitable foundation states that good career guidance is the key to social mobility	2 and 4

Total budgeted cost: £211,200

A portion of the allocated fund has not been earmarked to allow for emerging needs to be considered during academic year 2021-22.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Final allocation £208,673.44

The planned spend compared to the actual spend has been impacted on by COVID. Impact has been determined by internal outcomes and feedback from stakeholders and has therefore been assessed using a RAG system.

The final spend for the financial year is £207,561.96. Therefore £1,111.48 will be carried forward to the next financial year.

Initiative	Actual spend	Intended impact	Supporting information
Salary of additional Maths and English staffing.	23,766.67	To accelerate progress of PP students in Maths and English – with a particular focus on identifying knowledge and skills gaps from COVID 19	The additional staff were used to support in lesson and with small group work. This support could be put in place whilst in school. Lockdown had an impact on this initiative. Staff and students feel that this did have a positive impact.
Feedback PP LSA	£13,480.01	To 'parent' students in school helping them to respond to feedback and make better progress in 'options subjects'. In addition to this help to	Students benefitted from this intervention both inside and outside of lockdown.

		improve revision skills and techniques to help to achieve better outcomes.	Students felt supported and prepared for internal assessments.
English PP LSA	£17,829.98	To support accelerated progress of PP students in English through 1-2-1, small group sessions and class support.	Impacted by periods of lockdown.
Maths PP LSA	£20,540.56	To support accelerated progress of PP students in Maths through 1-2-1, small group sessions and class support.	Impacted by periods of lockdown
Additional Science Department support	£21,503.38	To support accelerated progress of PP students in Science through 1-2-1, small group sessions and class support with a focus on middle and higher ability.	Impacted by periods of lockdown
Nurture group in Year 7	£7,291.65	To support transition of PP students and to accelerate progress in English and Maths.	A review of the impact of this initiative took place in the Summer term of 2020 and as a result this strategy was not carried forward into the 2021 academic year.
Careers advisor	£3,675.36	To ensure that pathways for PP students are clear and maintain NEET record.	Pathways in education, employment or training secured.

Progress managers	£19,050.54	To help to remove barriers to learning for PP students and to successfully put interventions into place to accelerate progress and improve student outcomes.	This was particularly important during the period of lockdown in terms of monitoring and removing barriers to access to learning.
Contribution to the cost of Inclusion mentor	£13,422.19	To support the social and emotional well-being of PP students to help remove any barriers to progress and facilitate progress.	This was particularly important during the period of lockdown in terms of monitoring and removing barriers to access to learning
Inclusion Resource Centre – contribution to staffing	£17,539.33	To support the social and emotional well-being of PP students to help remove any barriers to progress and facilitate progress	This has been crucial upon return to lockdown in terms of helping students with the return to school.
Accelerated Reader, MYON licences and associated texts	£4,188.75	To improve literacy skills to that all areas of the curriculum are accessible to PP students and outcomes are improved.	Reading ages have improved and been accelerated.
Uniform	£1.99	To help to remove any barriers to attending	Uniform barriers have been met through

		school and accessing learning.	previous stock – no barriers to accessing learning.
Additional staff to help to establish and close learning gaps - increased post COVID 19	£22,140.78	To support PP students in Year's 7 -10 in closing learning gaps and helping to increase progress.	Further period of lockdown impacted on this initiative.
Attendance support worker	£4,551.76	To help to improve the attendance of PP students and help to remove this as a barrier to progress.	PP attendance has improved. PP attendance still needs to be improved but the appointment of the member of staff was hindered by lockdown. The impact in a short period of time has been positive.
Curriculum and Revision materials	£1,172.26	To help to improve outcomes for PP students.	This has included the purchase of Art packs for PP students, the purchase of English texts and maths online programmes.
50% contribution towards Humanutopia working with KS3 students	£1,250	To support the emotional health and wellbeing of students. To give strategies to students in	This initiative has been delayed due to COVID restrictions

		KS3 to support their emotional development.	
Additional support for Cared for Children	£1,498.37	To help to remove barriers to learning and emotional health and wellbeing.	This has included curriculum materials such as revision guides and equipment to help with fitness during the period of lockdown.
Alternative Provision	£9,455.01	Personalising the education of students through the use of Alternative provision enabling students to secure future pathways.	This has included the use of forest school, online learning packages and specialist provision such as Peak education.
Purchase of 'reader pens'	£4,770	To help to support and improve literacy skills.	These have been successfully introduced in the English curriculum and to support students where literacy is a barrier to learning.

Green = Achieved

Amber = Partially Achieved

Red = Not Achieved

Externally provided programmes

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

Programme	Provider

Further information (optional)

Additional activity

At Malbank we will supplement our pupil premium strategy with additional activities identified in our whole school development plan, including:

- embedding more effective practice around feedback, this has significant benefits for pupils, particularly disadvantaged pupils. The EEF has shown that progress can be impacted on by 6 months.
- ensuring pupils understand our curriculum plan – Head, Heart, Hand so that they are aware of the knowledge and skills that are being developed in each subject and can make links in learning
- Continuing to embed the opening minds curriculum in year 7 where students learn how to learn. This metacognition and self-regulation activity impacts positively on progress.
- Continuing to work with external partners to support the emotional health and wellbeing of our students. Utilising expertise from outside of our organisation.