



Pupil premium strategy statement

Malbank School & Sixth Form College



This statement details our school's use of pupil premium (and recovery premium funding for the 2022 – 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	Malbank School & Sixth Form College
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	John Harrison – Head Teacher
Pupil premium lead	Julie Machin – Assistant Head Teacher
Governor	Joanna Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,470.00
Recovery premium funding allocation this academic year	£43,523.25
School-led tutoring 2022/23	£34,668

Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£897.07
Total budget for this academic year	£257,890.32 £292,558.32 (including School-led tutoring allocation)

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. Following extensive EEF research, we have also invested in high-quality CPD for teaching and non-teaching staff to continue to support the philosophies above and 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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%. In 2021-2022 the gap between disadvantaged students and their peers was 4%. Attendance of Pupil Premium students was 86.1%
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. 2021/22 KS4 Progress 8 data shows that this is still an area of concern: Humanities EBACC sat at -1.19 for PP disadvantaged students and Maths sat at -0.71.
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 score (calculated by NRSS scores tested in October 2022) on entry for disadvantaged Year 7 students is significantly below their peers with a score of 88 (12 points below the expected 100). This is in contrast to non-Pupil Premium students who score on average 102 (2 points above the expected level). Of the 32 PP students that we have data for, only 5 are at or above expected levels in their reading, with 17 being classed as significantly below (scoring less than 90). Reading levels across other years still remains a concern: Year 9 in particular have a gap between disadvantaged students and their non-disadvantaged peers of over 10 points. Baseline testing will be used to ensure appropriate diagnostic assessment takes place with any disadvantaged students without KS2/reading scores who may join us as in-year transfers. 645006800
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 several 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 along

	with the need for referrals to outside agencies such as CAHMS, EHS and counselling services.
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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%. In 2021-2022 the gap between disadvantaged students and their peers was 4% and the attendance of Pupil Premium students was 86.1%
Key stage 4 outcomes will improve.	<p>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. and in 2021 the P8 gap was -0.69.</p> <p>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> <p>By the end of the current plan in 2024/25, we aim to work towards 90% or more of our disadvantaged pupils to be entered for the EBacc. In 2021/22 this figure was 13%. In 202/23 the current figure is 16%.</p>
Literacy levels will improve.	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 accelerated progress across both Key Stage 3 and 4.
Pupils will feel supported and mental-health and well-being as a barrier to progress will be reduced.	Self-esteem, resilience, and motivation will improve leading to more confident learners with positive attitudes to learning and to their own well-being. This will be evidence by through an analysis of lesson monitor grades, student voice, stakeholder surveys, and teacher observations.

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: £ 91,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teaching staff within core and EBACC subjects to facilitate smaller class sizes.	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	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.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
Technology and other resources focussed on supporting high quality teaching and learning.	Software packages such as GCSE Pod, Sparks Maths and MyOn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2,3

Supporting whole school teaching and learning initiatives to accelerate retention and retrieval	Purchase of equipment such as mini-whiteboard packs for all classrooms and all learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>CPD for Reading Lead: NPQSLL</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Research published in November 2022</p>	2, 3

<p>those who are high attainers.</p> <p>Our assessments have led us to focusing on:</p> <p>Phonics with Year 7 students to help to improve reading and other literacy skills</p> <p>Reading for fluency and comprehension with Year 8 and 7.</p> <p>Mathematics, History and MFL in ensuring improved outcomes as outlined in the success criteria.</p>	<p>https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Supporting wider participation in the EBACC subjects/other subjects by removing barriers to learning: music lessons, specialist equipment in art etc</p>	<p>Access to all curriculum subjects and ensuring a broad and balanced offer for disadvantaged students.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_refer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	2

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy Progress Managers to support the progress of disadvantaged pupils through mentoring, engaging parents and teaching metacognition and self-regulation skills.</p>	<p>Mentoring specifically focussed on removing barriers to progress such as @ lesson support, attendance and revision skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3 and 4

Deploy Inclusion Mentor to support pupils on a one to one or through small group work.	Mentoring specifically focussed on removing barriers to progress such as @ lesson support, attendance and revision skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3 and 4
Deploy attendance and welfare officer to support and encourage disadvantaged pupils in coming to school. CPD opportunities: using national and local research and initiatives.	Taking a school-wide approach to tackling attendance issues and strategies suggested by: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222	1, 2
Engage and deploy independent careers advisors and alternative provision to raise aspirations and to secure next step pathways.	All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1041_gatsby_toolkit_for_schools_final.pdf	1, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £224,000.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Final allocation £192,077.93

The final spend for the financial year is **£191,180.86**. Therefore **£897.07** will be carried forward to the next financial year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data. For 2022, the Progress 8 score, for our disadvantaged pupils, if whom there were 38, was -0.69 and for Attainment 8 it was 32.3.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Key stage 4 data, and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.15, and the Attainment 8 score was 48.0. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Overall attendance of our disadvantaged students was higher than in previous years, 89.10% but with a gap of 4% to their non-disadvantaged peers, we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Destination figures for our disadvantaged students, looking at the three-year trend, suggests that the school's NEET figure is consistently low, and significantly lower than the national average (around 1-1.5% for similar schools). For context, the 2021 Government Statistics document suggests that nationally, 10.5% of the country's 16-24 population is not in education, employment or training.

Of the **Malbank** figures above, PP students do make up a clear proportion of the whole school NEET figures, but this should be viewed in the context of the very small sample size: almost 100% of our students (PP and non-PP), go on to their chosen destinations when they exit Year 11

YEAR	TOTAL NEETs	TOTAL NEETs as % of year group	Number of PP NEET students
2019/20	5	0.25%	1
2020/21	5	0.25%	2
2021/22	4	0.21%	2

Our internal assessments demonstrated that pupil behaviour improved last year but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and therefore

strategies to increase, and individualise the support we offer, is still a priority for us as school.

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:

1. Embedding more effective practice around knowledge retention and retrieval, this has significant benefits for pupils, particularly disadvantaged pupils. The EEF has shown that on average, learners can accelerate their progress by an additional 7 months.
2. A review of how CPD is planned, delivered and reviewed across the school to maximise the opportunities for our staff to experience high-quality professional development.
3. 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. Ensuring that this is communicated to parents also through the newly acquired SIMS app.
4. Long term planning to review our ‘Opening minds curriculum’ in year 7 where students learn how to learn. This metacognition and self-regulation activity impacts positively on progress and is a key strand of our CPD programme for all staff.
5. Continuing to work with external partners to support the emotional health and wellbeing of our students. Utilising expertise from outside of our organisation such as support from Local authority attendance teams and rolling-out training on identifying early trauma and the impact of it with our whole staff team specifically looking at INSET sessions to train all staff on supporting our students.
6. A key strand from our Whole school development plan is ‘Building brighter Futures’ whereby we plan to focus on extended enrichment/leadership opportunities for our disadvantaged students considering impact of Covid-19 and level of cultural capital exposure.