



Pupil premium strategy statement

Malbank School & Sixth Form College



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1127 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	22.8% (257 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	John Harrison
Pupil premium lead	Julie Machin
Governor	Joanna Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244895
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15939 received so far. Further two payments for this financial year which will mean a total allocation of £47817 .
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 8617.59
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 301329.59

Part A: Pupil premium strategy plan

Statement of intent

The following is taken from our school Strategy document from 2022/2023 as our wider school priorities for disadvantaged students remain the same.

Malbank School strives to support disadvantaged pupils to make the 60 matter, meaning that we want to maximise every minute of every lesson, 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, 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 aim to focus heavily on investing in teaching staff, particularly 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 philosophy mentioned above, focussing on concepts proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

Our current disadvantaged student population is the following:

Year	No.	%
7	65	25%
8	51	21.5%
9	51	21.7%
10	50	21.2%
11	40	20.1%
Total	257	22.8%

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 are 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.
- Ensure our school-practice when considering disadvantaged student support, is rooted in high-quality evident informed research.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>To make progress and achieve the best outcome, 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%. Last year's Year 11 disadvantaged student's attendance was 86.1%, with a gap of 5% to their non-disadvantaged peers. Other year groups showed a similar pattern of gaps between disadvantaged and non-disadvantaged students' attendance averaging at 5%.</p> <p>Further to the challenges presented above, we are also seeing a growing number of students who are defined as EBSA (Emotionally Based School Avoidant) and part of our work this year is to embed early intervention strategies supported by the best local and National practice and as such, are seeking to reduce the percentage of 'persistently' absent students across all years.</p>
2	<p>Outcomes</p> <p>Disadvantaged pupils, particularly from the middle and upper prior attainment groups (based on this year's Progress 8 analysis) 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, we must ensure that disadvantaged boys are supported and challenged to achieve in line with their non-disadvantaged peers.</p> <p>Further to the challenges outlined above, we have also seen an increasing gap between the attainment of our disadvantaged students in securing a grade 5 in both English and Maths at GCSE with a 26% gap compared to their non-disadvantaged peers.</p>
3	<p>Removing Literacy Barriers</p> <p>Several of our disadvantaged pupils, have lower literacy skills, particularly reading, compare to our non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress across the curriculum. The average reading score (calculated by NRSS scores last tested in October 2023 on entry) for disadvantaged Year 7 students is significantly below their peers with a score of 93 (7points below the expected 100). This is in contrast to non-Pupil Premium students who score on average 101 (1 point above expected level). 14 disadvantaged students in Year 7 are at or above expected</p>

	<p>levels in their reading, with 16 being classed as significantly below (scoring less than 90). Reading levels across other years still remains a concern: Year 10 in particular have a gap between disadvantaged students and their non-disadvantaged peers of over 10 points. Baseline testing will continue to 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. Our Reading lead is currently investigating a new intervention package to support the students whose reading levels are the lowest.</p> <p>Further to this challenge outlined above, a new focus for this academic year is our whole school approach to explicitly teaching vocabulary and oracy which, alongside our whole school reading strategies, will work towards removing literacy barriers.</p>
4	<p>Mental Health and Well-being</p> <p>Our assessments and other Quality assurance measures, including student voice questionnaires and wellbeing surveys, indicate that low aspirations, self-esteem, and mental health issues impact on several pupil premium pupils in each year group and can have detrimental impact on their academic progress. Referrals for support to our in-house Well-being Hub have increased along with the need for referrals to outside agencies such as CAHMS, EHS and counselling services.</p> <p>Further to this challenge and, due to the ‘backlog’ or students waiting to access Mental Health support from outside agencies, we are expanding our student support team and developing an extended Form Time provision to further support students with their Mental Health and Well-being.</p>

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
<p>Attendance of disadvantaged pupils will improve.</p>	<p>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%. In 2022-2023 the gap between disadvantaged students and their peers was 6.6% and the attendance of Pupil Premium students was 84.5%.</p>

<p>Key stage 4 outcomes will improve.</p>	<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 -0.3. In 2019 the P8 gap was -0.69, 2021 the P8 gap was -0.69 and in 2023, the P8 gap was -0.68.</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 alongside decreasing the attainment gap at a grade 5 for both Maths and English.</p> <p>By the end of the current plan in 2024/25, we are working to increase the number of disadvantaged students entered for the EBACC: in summer 2021/22 this figure was 13%, in summer 2022/2023 the figure was 16%. This is likely to increase due to our curriculum offer changing in 2022-2024 with most students taking GCSE MFL courses.</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. Diagnostic testing will show that reading ages will be more in line with non-disadvantaged peers and will be in line or above chronological age.</p> <p>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. School-wide approaches to explicitly teaching reading and vocabulary will be embedded and this will once again be evidenced through lesson sampling and quality assurance measures.</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</p>

	and to their own well-being. This will be evidenced through termly analysis of lesson monitor grades, student voice, stakeholder surveys, and teacher observations as part of our Quality assurance mechanisms.
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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: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teaching staff within core and EBACC subjects to facilitate smaller class sizes.	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. This is clearly evidence in EEF research. 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. Use of funding to sources ‘expert’ CPD facilitators such as Adam Boxer (Behaviour curriculum) and Louise Bomber (Attachment) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 4

<p>Technology and other resources focussed on supporting high quality teaching and learning.</p>	<p>Software packages such as GCSE Pod, Sparks Maths, Word wall and MyOn to increase levels of engagement in both lessons and through home learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>2,3</p>
<p>Supporting whole school teaching and learning initiatives to accelerate retention and retrieval</p>	<p>Purchase of equipment such as mini-whiteboard packs for all classrooms and all learners. Specific resources such as visualisers for all Maths and Humanities classrooms which will support the whole school approach to modelling, scaffolding and low stakes formative and summative assessment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>2</p>
<p>Deploy reading coordinator to coordinate the promotion of reading, in particular through our extended form time provision.</p> <p>CPD for Reading Lead: NPQSL</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Using the EEF guide to develop a whole school literacy strategy that focusses on reading, vocabulary, oracy and writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p> <p>2, 3</p>

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

Budgeted cost: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective use of the Accelerated reader programmes: reading comprehension strategy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF recommended strategy: Improving Literacy in Secondary Schools</p>	<p>2,3</p>
<p>Our assessments have led us to focus 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>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>2, 3</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. Such as music lessons to develop learning and enrichment in Music, Art supplies for students to use in home learning, access to Theatre trips in Drama and English to develop cultural capital experiences and financial support for students to take part in overseas trips to enhance knowledge in MFL and History.</p>	<p>2, 4</p>

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

Budgeted cost: £ 37,350

Activity	Evidence that supports this approach	
<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, aspiration and revision skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	All
<p>Deploy Inclusion Mentor to support pupils on a one to one or through small group work.</p>	<p>Mentoring specifically focussed on removing barriers to progress such as lesson support, well-being, mental health and attendance reintegration. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	All
<p>Deploy attendance and welfare officer to support and encourage disadvantaged pupils in coming to school.</p> <p>CPD opportunities: using national and local research and initiatives.</p>	<p>Taking a school-wide approach to tackling key attendance issues and proven strategies suggested by: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</p> <p>CPD: Attachment and Behaviour Curriculum Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	All

<p>Engage with local authority support offered – Attendance Case worker assigned to school 1-day a week.</p>	<p>Attendance support and research – engaging with Local, national guidance and best practice. Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Engage and deploy independent careers advisors and alternative provision to raise aspirations and to secure next step pathways.</p>	<p>All students and parents, but especially those from a disadvantages background 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</p>	<p>1, 2 and 3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of schools similar 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.</p>	<p>All</p>

Total budgeted cost: £ 265,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data. For 2023, the Progress 8 score, for our disadvantaged pupils, comprising of a cohort 40 was -0.68 and for Attainment 8 they achieved an average 37.26, which both show improvements compared to 2022.

The table below displays our internal analysis of summer 2023 GCSE results:

	PP	Non-PP	Gap
P8 total	-0.78	-0.09	-0.68
English	-0.72	-0.02	-0.70
Maths	-0.66	-0.04	-0.62
EBACC	-0.94	-0.31	-0.63
Open	-0.70	+0.07	-0.63
Average grade English	3.8	4.7	-0.9
Average grade Maths	3.5	4.6	-1.1
English and Maths 9-4	57% (target 66%)	68%	-11%
English and Maths 9-5	10% (target 31%)	36%	-26%
Attainment 8	37.26	46.20	-8.94

The DfE has strongly discouraged comparison of school performance data in 2023 with results in previous years and in previous strategy documents since the pandemic and continues to do so. 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 2022/23 was 37.5 and 52.6 for non-disadvantaged pupils, with a gap of 19.6. At local authority level, the Attainment 8 score for disadvantaged pupils in 2022/23 was 34.2 and for 53.8 non-disadvantaged pupils, with a gap of 19.6. For Progress 8, the National average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17. Key stage 4 performance data, and our own internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 remains below our expectations and targets.

However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated hence the focus this year to utilise local and national networks of support such as Local Disadvantaged Leads meetings to ensure our

approach is consistent with best practice locally and to access support to reach these aims can be drawn upon.

The overall attendance of our disadvantaged students was higher than in previous years, 88.6.% and with a gap of 6.6%, compared to their non-disadvantaged peers. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils remains continued focus of our current plan.

Destination figures for our disadvantaged students, when looking at a three-year trend, suggests that the school's NEET figure is consistently low, and significantly lower than the national average (around 3.9% nationally, and around 1.5-2% for similar schools). For context, the 2022 Government Statistics document suggests that nationally, 12.3% of the country's 16-24 population is not in education, employment or training (this is up 1.8% from 2021).

When considering the **Malbank** figures above, disadvantaged students do make up a large 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 (disadvantaged and non-disadvantaged), 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
2022/23	5	0.25%	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, support and individualise the package we offer, is still a priority for us as school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mentoring	Empire Fighting chance