



# 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	1270 (Years 7-13)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	20 <sup>th</sup> December 2024
Date on which it will be reviewed	15 <sup>th</sup> September 2025
Statement authorised by	John Harrison (Headteacher)
Pupil premium lead	Julie Machin (Assistant Head)
Governor	Joanna Wright

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £294,764.28
Pupil premium funding carried forward from previous years	£461.50
<b>Total budget for this academic year</b>	<b>£295,225.78</b>
<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>	

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

**Malbank School** strives to support disadvantaged pupils to 'Make the '60 matter': 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. For the last three years, we have adopted a philosophy whereby 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 an unapologetic focus on areas in which disadvantaged pupils require the most support, both academic and non-academic. Using 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:

<b>Year group</b>	<b>No of PP/FSM students</b>	<b>% of total year group/school</b>
Year 7	64	27%
Year 8	62	24%
Year 9	59	24%
Year 10	55	24%
Year 11	51	35%
Total	291*	25%**

\*90/291 (31%) have either SEND support or EHCPs

\*\* of school population Years 7-11.

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 through devising and reviewing regularly our broad, balanced and well-sequenced curriculum.
- 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										
Attendance	<p>To make progress and achieve the best outcome, pupils need to be in school to make the 60 matter. Whilst improvements have been to increase the attendance of all pupils at <b>Malbank</b>, we are aware that the gap between the attendance of some of our disadvantaged students, particularly those in Key stage 4 (Years 9, 10 and 11) is of a significant concern. In 2022/23 the gap between disadvantaged students and their peers, cumulatively across Years 7-11, was 6.6%. Attendance of Pupil Premium students was 84.5%. In 2023/2024 the gap between disadvantaged students and their peers was 7.2%. Attendance of Pupil Premium students in Years 7-11 was 85.6%, which shows a marginal increase across whole cumulative attendance. Other year groups showed a similar pattern of gaps between disadvantaged and non-disadvantaged students' attendance averaging at 5-7% with less of a gap seen in Years 7 (3.8% gap): early support, identification from KS2 and increased and extended transition from our feeder schools has supported this decrease.</p> <p>Whilst no one factor can be singled-out to pin-point the 'increase' in attendance, impact of long term attendance focussed strategies such as a whole school awareness of barriers to attendance such as work to support a growing number of EBSNA students, collaborative work with the Local authority and increasing the spend on staff in the pastoral and well-being teams, can be said to have contributed: these initiatives will continue to be funded for the foreseeable future.</p>										
Outcomes	<p>Last year's Year 11 cohort (45 students) was the 2<sup>nd</sup> highest in Cheshire East, at 22.9%, and as a cohort of students, barriers to progress and attainment were some of the most challenging and diverse we had seen as a profile of students pre-pandemic: long-term and severely absent (9.3% gap against their non-disadvantaged peers), undiagnosed SEND, challenging behaviour, exam-refusal – all set against a context of high-levels of pastoral support to remove these barriers.</p> <p>Even with the above context, the outcomes of these disadvantaged pupils was not good enough:</p> <table border="1"> <thead> <tr> <th></th> <th>All students</th> <th>Non-disadvantaged</th> <th>Disadvantaged</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Progress 8 score*</td> <td>-0.64</td> <td>-0.48</td> <td>-1.28</td> <td>-0.80</td> </tr> </tbody> </table>		All students	Non-disadvantaged	Disadvantaged	Gap	Progress 8 score*	-0.64	-0.48	-1.28	-0.80
	All students	Non-disadvantaged	Disadvantaged	Gap							
Progress 8 score*	-0.64	-0.48	-1.28	-0.80							

	Attainment 8	41.30	43.18	33.96	9.22
	English Value added	-0.37	-0.21	-1.00	-0.79
	Maths value added	-0.60	-0.46	-1.20	-0.46
	<p>Alongside this, we must ensure that disadvantaged boys are supported and challenged to achieve in line with their non-disadvantaged peers. Further to the challenges outlined above, we have also seen an increasing gap between the attainment and progress of our disadvantaged students: not enough students are securing a grade 5 in both English and Maths at GCSE with a 24% gap, slightly decreased from 2022/23, compared to their non-disadvantaged peers.</p>				
Reading and Literacy	<p>Reading continues to be a significant barrier for several of our disadvantaged pupils. 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.</p> <p>This year we have a similar level of PP gap. Year 7 students who are Pupil Premium scored an average of 94 compared to their non-pupil premium counterparts who scored 101. 8 students who are Pupil Premium scored 69 (the lowest score possible) and a further 1 student was not able to access the test due to their low reading ability. 22 Year 7 pupil premium students are at or above expected.</p> <p>Because of the changing nature of our cohorts, we are investigating whether the current reading interventions are the best ones available or if there is something more appropriate for students who are significantly behind their peers. A trial of new software is currently taking place in Year 9 and an additional software trial is scheduled for after Christmas. If results from these are positive, we will look to moving to a system that is more bespoke for our weakest readers.</p>				
Mental Health and well-being	<p>We have reviewed our school-based age-appropriate tools to capture the child's voice. We have also recently implemented whole school screening which focuses on all aspects of school life, paying particular focus on how pupils feel about school and if there is anything that they are worried about. Analysis of this information indicates 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 the MHST who are now able to support some of our pupils in school with mental health issues. Our mental health support packs for both students and parents have been designed to further support students with their mental health and well-being needs. The support pack looks at coping strategies and signposts support that can be accessed outside of school. In addition to this, form tutors have been trained up on active listening and have been empowered to be the emotionally available adult to all students in their year group. Scheduled meetings are set up for students to speak to tutors about how they are feeling, and regular drop ins are encouraged.</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><b>Attendance of disadvantaged pupils will improve.</b></p>	<p>The attendance gap between disadvantaged and non-disadvantaged pupils will decrease. The initial target is to reduce this to below 6% and to increase attendance from 88.8%. In 2022-2023 the gap between disadvantaged students and their peers was 6.6% and the attendance of Pupil Premium students was 84.5%. In 2023/2024 the gap between disadvantaged students and their peers was 7.2%. Attendance of Pupil Premium students in Years 7-11 was 85.6%, which shows a marginal increase across whole cumulative attendance. Moreover, success would be evidenced through absence rates decreasing amongst our students in KS4, where absence rates have increased over the last two year alongside fewer students being classed as severely absent (50% absence and below) whereby correct and timely interventions and support can be put into place to support our most vulnerable pupils accessing the correct provision for them and their needs.</p>
<p><b>Key stage 4 outcomes will improve.</b></p>	<p>Baseline measures for all students will, for the next two academic years, will shift focus to A8 and ensuring that gaps are reduced in terms of Maths and English. The A8 gap currently stands at xxxxx based on last year's summer results – we are working to reduce that to be in-line with national and local averages in the next two years. Our curriculum at key stage 3 and 4 has undergone rigorous development and adaptations to ensure that it is knowledge rich and skill-explicit to meet the needs of all pupils</p> <p>Quality assurance measures and lesson sampling will show that disadvantaged pupils have high levels of challenge in their learning which demonstrates good or better progress. 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>Offering a broad and diverse curriculum for our disadvantaged students, has been central to our current and future Disadvantaged strategy, this will be a continued focus and look to see success measured in the number of disadvantaged students being entered for the EBACC: in summer 2022/2023 the figure was 16%, increased to 48% in 2024. Pathways to secure outcomes for disadvantaged students such as 'widening' our curriculum offer to include V Cert qualifications for current Year 9 students.</p>
<p><b>Literacy levels will improve.</b></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</p>

	above chronological age. Quality assurance measures, informal such as lesson sampling and formal such as subject 'Deep Dives', will evidence wider CPD work focussing on the teaching of reading, has been embedded: pupils will have the skills to 'decode' challenging texts suitable for their chronological age. Our most vulnerable readers will be supported, and their literacy needs will be met through well-planned and impactful reading interventions and gaps in their vocabulary, comprehension and fluency will be reduced so that they can access at least their chronological age-related curriculum resources.
<b>Pupils will feel supported and mental-health and well-being as a barrier to progress will be reduced.</b>	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 evidenced through termly analysis of lesson monitor grades, STAR meeting referrals for reoccurring mental-health or well-being concerns, staff referrals such as 'I-wish-my-teacher-knew' student voice, stake-holder surveys, and teacher observations as part of our Quality assurance mechanisms. Extended Form time, 'Education for life' curriculum will be enacted by our form tutors further supporting students in their well-being.

### Activity in this Academic Year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 187,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Wake up to Teaching and Learning, staff meetings and IN-SET focussing on quality first teaching, allowing the sharing of good practice for curriculum implementation. Technology and other resources focussed on supporting high quality teaching and learning.	Part-funding 'Step-lab' coaching programme, associated CPD for coaches, SLT and wider staff such as cover costs  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  Technology and other resources focussed on supporting high quality teaching and learning: software packages such as GCSE Pod, Sparks Maths, Word wall and The Day (online newspaper) to increase levels of engagement in both lessons and through home learning	2, 3 and 4

	<p>Funding to support interactive learning in MFL lessons (interactive whiteboards)</p> <p>Carousel (Science KS3 Curriculum) – online and physical teaching resources.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	
Supporting whole school teaching and learning initiatives to accelerate retention and retrieval.	<p>Purchase of equipment such as mini-whiteboard packs for all classrooms and all learners.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1, 2 and 4
Deploy reading coordinator to coordinate the promotion of reading, through our extended form time provision 'Education for Life'	<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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	2 and 3

### Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of the Accelerated reader pro-programmes: reading	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <b>EEF recommended strategy: Improving Literacy in Secondary Schools</b>	2 and 3

comprehension strategy.		
Our assessments have led us to focus on: <b>Phonics with Year 7</b> students to help to improve reading and other literacy skills. <b>Reading for fluency</b> and comprehension with Year 9, 8 and 7.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2 and 3
Supporting wider participation in the EBACC subjects/other subjects by removing barriers to learning music lessons, specialist equipment in art etc	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.	1, 2 and 4

### Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,500

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.	Mentoring specifically focussed on removing barriers to progress such as lesson support, attendance, aspiration and revision skills.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	All
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, well-being, mental health and attendance reintegration.	All

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
<p>Deploy attendance and welfare officer to support and encourage disadvantaged pupils in coming to school.</p> <p>Purchase 'Attend' software to track, monitor and communicate with parents electronically on daily attendance issues and concerns.</p> <p>Purchase Local Authority additional support – Family support worker – 1 day per week.</p>	<p>Taking a school-wide approach to tackling key attendance issues and proven strategies suggested by:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</a></p>	All
<p>CPD opportunities: using national and local research and initiatives</p> <p>Engage with alternate providers – in-school packages – to provide mentoring sessions on resilience, mental health, attendance, support for general well-being based on individual needs of students/cohort.</p> <p>Engage and deploy independent careers advisors and alternative provision to raise aspirations and to secure next step pathways</p>	<p>Mentoring specifically focussed on removing barriers to progress such as lesson support, well-being, mental health and attendance reintegration.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>All students and parents, but especially those from a disadvantaged 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.</p> <p><a href="https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1041_gatsby_toolkit_for_schools_final.pdf">https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1041_gatsby_toolkit_for_schools_final.pdf</a></p>	All
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £ 280,500**

## 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 2023/24 academic year using key stage 4 performance data. For 2024, the Progress 8 score, for our disadvantaged pupils, comprising of a cohort 40 was -1.53 and for Attainment 8 they achieved an average 33.96.

The table below displays our internal analysis of summer 2024 GCSE results:

	All students	Disadvantaged	Non- Disadvantaged	Gap
P8 total	-0.60	-1.53	-0.38	-1.15
English	-0.39	-1.31	-0.18	-1.13
Maths	-0.35	-1.65	-0.38	-1.27
EBACC	-0.60	-1.90	-0.65	-1.23
Open	-0.25	-1.50	-0.27	-1.23

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, in line with similar schools, and significantly lower than the national average (around 5% nationally for 16–17-year-olds, and around 2% for similar schools).

For context, the 2023 Government Statistics document ([Participation in education, training and employment age 16 to 18, Calendar year 2023 - Explore education statistics - GOV.UK](#)) suggests that nationally, 8% of the country's 16-18 population is not in education, employment or training (this is down 0.4% from 2022).

When considering the **Malbank** figures, disadvantaged students do make up a larger 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).

At the end of the 2023/24 Academic Year, we had 4 PP students who were identified at risk of becoming NEET, and who had not secured a course or job/training offer. As a result, we designed a bespoke programme for them which ensured that they could stay at **Malbank for Sixth Form** and leave with viable qualifications and a pathway to future study and/or job prospects.

YEAR	TOTAL NEETs	TOTAL NEETs AS % OF YEAR GROUP	NUMBER OF PP NEET STUDENTS
2019/20	5	2.5	1
2020/21	5	2.5	2
2021/22	4	2.1	2
2022/23	5	2.5	2
2023/24	3	1.5	2

Like many schools nationally and locally, challenges around wellbeing and mental health are not decreasing but are becoming more complex in the sense that external support such as Alternative provision, SEND support and Mental health support are overwhelmingly at capacity. As in the last strategy plan, the impact on disadvantaged pupils has been particularly acute and unrelenting and therefore strategies to increase, support and individualise the package we offer, will continue to still be a significant priority for us as school. We have forged links with external support charities: Little Blackbird ([Little Blackbird – Well-being & personal development programmes](#)), Empire Fighting ([Empire Fighting Chance](#)), Queensbury ([Home | Queensberry AP](#)) and Top Cast Angling ([CAST Angling Project - Home](#)) working with students, a high number of disadvantaged across Years 7-11) around issues of attendance, resilience, keeping safe and general mentorship and fostering a sense of belonging and embedding a culture that all students can succeed and achieve.