

Pupil premium strategy statement

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	Malmesbury School
Number of pupils in school	1426
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021 (but reviewed yearly)
Statement authorised by	Mr Brett Jouny Headteacher
Pupil premium lead	Mrs Louise Stanton Associate Assistant Headteacher
Governor / Trustee lead	Mrs Sue Poolman, School Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,303
Recovery premium funding allocation this academic year	£17,733
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Wiltshire council funding	£8,715
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	£136,751

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the academic intervention/ tutoring for pupils whose education has been worst affected, 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 all staff will follow our pupil premium charter that focuses on:

- CEIAG
- Independent learning
- Academic support
- Cultural capital and enrichment
- Attendance and progress

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
3	Monitoring of students including observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 60% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 4 years this figure was 47 - 57%.
Quality first teaching in all classrooms, teachers held accountable for their classes and progress.	Lesson observation and feedback, pupil voice and data identify that all students experience lessons that enable them to make good progress.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Full engagement of students in the tutor led reading programme.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being in line with the national average of 94.4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1-2%.

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: £36,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Pastoral support worker to manage PP attendance. TLR responsibility in LS to support SEND/PP provision</p>	<p>Successful schools “have clear, responsive leadership” DFE Supporting the Attainment of disadvantaged pupils: articulating success and Good practice. EEF Implementation Guide states that “school leaders play a central role in improving education practices through high quality implementation” by “defining both a vision for, and standards of desirable implementation”</p>	<p>1,2,3</p>
<p>Whole school reading programme being introduced January 2022. Tutor programme of reading, and Book buzz for Yr. 7 and 8.</p>	<p>EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) (+ 6months) A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support</p>	<p>1</p>

	pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	
Regular academic leader meetings (Years 7/8/9/10/11/12/13), Teaching and Learning briefings, raising standards meetings to identify student needs, concerns and signpost intervention	EEF toolkit Mentoring EEF (educationendowmentfoundation.org.uk) On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,2,3
Ongoing CPD throughout the year modelling quality first teaching Staff given teach like a champion book, CPD, teach meet sessions to build on TLC and Rosenshine principles. Staff invited to support other staff when excellent classroom practice is seen	EEF toolkit – metacognition Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teach Like a Champion	1,2,3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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,	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

<p>including those who are high attainers. (in house provision used first and foremost, where there are gaps engage with the NTP)</p>		
<p>Quality first teaching for all pupils</p>	<p>EEF 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk) • Sutton Trust – quality first teaching has direct impact on student outcomes. Microsoft Word - Teachers Impact report final.docx (suttontrust.com) <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p>	<p>1</p>
<p>Purchase web based programs and resources to be used in school and at home.</p> <ul style="list-style-type: none"> • Hegarty Maths • Doodle • Kaboodle • Visualisers for tutoring • Books/ booklets and paper based resources 	<p>EEF toolkit – parental engagement Parental engagement EEF (educationendowmentfoundation.org.uk) Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches</p>	<p>1,2,3</p>
<p>Set up a bespoke mentoring programme</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority,</p>	<p>1,2,3</p>

<p>in Yr11 to focus on effort, progress and academic attainment, attainment and destinations. Alongside this will be a rewards system to encourage improved outcomes and attendance, reduce fixed term exclusions and improve support in preparation for post 16 learning.</p>	<p>including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>EIF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3</p>
<p>Student services, pastoral support: phones persistent absentee families if pupil not in school and plans robust support</p>	<p>Attendance data</p> <p>An evidence informed approach to... Durrington Research School</p> <p>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.</p> <p>Data shows pupils with highest attendance make the most progress at, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship</p>	<p>1,2,3</p>

	with parents is most effective at ensuring good pupil attendance.	
<p>Cultural capital experiences promoted in the curriculum as per our PP charter</p> <ul style="list-style-type: none"> • Essential experiences built into the curriculum including CEIAG activities, sports activities, theatre trips etc • Subsidies given to trips for Disadvantaged Learners • Residential trip cost is greatly reduced for PP • Support to purchase school uniform and P.E kit to enable students to be ready to learn • All school clubs including Duke of Edinburgh award promoted to PP and are actively encouraged to attend. Registers taken • Homework Club run weekly for all students with targeted support for Disadvantaged Learners. 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>What is cultural capital? – Cultural Learning Alliance Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	1,2,3
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: £136,751

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. EBacc entry was 51%, which is higher than in the previous 3 years, but 9% below the target we had aimed for. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Laptops, paper resources and food parcels/ Edenred vouchers were all provided to our PP families to support their education.

Although overall attendance in 2020/21 was lower than in the preceding 3 years, it was in line with the national average. Those in receipt of free school meals saw a marked decrease in their attendance to online school and after March 8th actual school attendance. On average the attendance of FSM pupils was below the school average by 2% PA 27%. However, this decrease was due to a small number of hard-to-reach Disadvantaged Learners who had excellent support plans in place.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. Overall, the pandemic has caused the Pupil Premium team to look for more innovative ways to provide support and develop the full school experience for every child.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.