

Pupil premium strategy statement – Malmesbury School

(Year two of a three-year plan)

This statement details our school’s use of pupil premium 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	1438
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 2022
Date on which it will be reviewed	July 2023 (but reviewed yearly)
Statement authorised by	Mr Brett Jouny Headteacher
Pupil premium lead	Mrs Jess Green Assistant Headteacher
Governor / Trustee lead	Mrs Sue Poolman, School Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,215
Recovery premium funding allocation this academic year	£43,924 (2022-23 recovery premium)
Additional recovery grant	£18,816(c/fwd from 2021-22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Wiltshire council funding	£9,640
Total budget for this academic year	£170,779
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Malmesbury Schools' ethos is that we aim for our students to be Happy, Caring and Excellent. Our intent is that all pupils, irrespective of their background or the challenges they face, make excellent progress across the curriculum, both academically and socially.

High-quality teaching at the heart of our pupil premium strategy, with a focus on areas in which disadvantaged pupils require the most support. Research has proven that effective use of classroom time will 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 approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. As a school we developed our Pupil Premium Charter to provide a school wide framework to support our disadvantaged learners. More details about our Pupil Premium Charter can be found here: [Pupil Premium & Catch Up Grant – Malmesbury School](#)

Our pupil premium strategy is rooted in our School Improvement Plan, stating that disadvantaged pupils achieve in line with their non-disadvantaged peers.

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 3% 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 meaning pupils fall 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.
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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
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 and outcomes reflect this
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of additional pastoral posts to support disadvantaged attendance, wellbeing and academic progress	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”	1,2,3
Whole school reading programme embedded from September 2022. Tutor programme of reading and additional focus days such as Malmesbury Reads	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 pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	1,2
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	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	1,2,3

classroom practice is seen	tasks rooted in the usual curriculum content. Teach Like a Champion	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

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, including those who are high attainers.	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
Quality first teaching for all pupils	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. • 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) 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,	1, 2

	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>Purchase web based programs and resources to be used in school and at home.</p> <ul style="list-style-type: none"> • Sparx Maths • Doodle • Kerboodle • Visualisers for tutoring • Books/ booklets and paper based resources 	<p>EEF toolkit – parental engagement Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>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 these gaps can be narrowed further.</p>	1,2,3

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

Budgeted cost: £30,779

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>	3
<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</p>	1,2,3

	<p>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 with parents is most effective at ensuring good pupil attendance.</p>	
<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 learning 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	ALL

	of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £170, 779

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 2021 to 2022 academic year.

Malmesbury School's GCSE outcomes for the 2021-22 disadvantaged cohort were in line with the national average, both at Progress 8 score of -0.54. The Local Authority disadvantaged learner's P8 is -0.65. The disadvantaged attendance gap increased over the past academic year, and although Malmesbury's attendance is in line with national and local figures, addressing the attainment and attendance gaps for disadvantaged students remains the school priority. Our staff recognise that good progress and good attendance are inseparable.

To demonstrate our commitment to responsive leadership, as a school we have made appointments to help increase attendance with a disadvantaged focus. The focus of these roles is to continue to build relationships with hard-to-reach families and pupils and foster the sense of belonging to Malmesbury School. Our specialist staff work with approximately 60 families across the school and the increased engagement with school is having an impact on the student's attitude towards school and their wellbeing. These relationships have continued to build a sense of belonging to the school and this continues to be a focus for the next academic year 2022-23.

As a school and a Trust, we recognise our biggest barrier to improving outcomes is attendance. Although our attendance data is in line with national figures, we are acutely aware that our disadvantage attendance gap is increasing. The keynote speaker at our most recent Trust Day reinforced this message, alongside a Trust wide attendance review. Attendance is a whole school priority and CPD on attendance has been delivered to highlight that it is everyone's responsibility.

Our whole school reading programme is now established and this year the focus is to refine our approach and standardise the reading experience across all year groups. The impact of the reading programme is hard to measure in such a short timeframe of implementation but from student voice from a range of pupils, including disadvantaged students there is an appreciation of the exposure to a range of novels and the opportunity to start the day reading. We continue to evaluate the effectiveness of this programme for our disadvantaged learners.

The appointment of a Mental Health Lead has raised the profile of mental health at Malmesbury School, with students receiving guidance and support through the iLearn (Personal Development) curriculum, pastoral support and external counselling. As a school, we must continue to ensure our disadvantaged learners access this support quickly, if it is required. Case studies demonstrate that the individual impact that Academic Leaders can have is significant. These have been formed from student, parent and teacher input. The

qualitative data that has come from students over the past 6 months has been focused on building rapport and the opportunity to have someone to discuss issues in a private space. Teachers have anecdotally commented on improvements in attitude to learning and homework due to this support. A focus remains on ensuring all disadvantaged pupils are receiving consistent support, both pastorally and academically.

Quality First Teaching also remains a priority for our school, we can control what happens in the classroom as it is in our gift. All staff know that effective use of classroom time is what will have the biggest impact for our disadvantaged learners. The Malmesbury Principles of Teaching are embedded across the school and SLT drop-ins lead developmental conversations striving for Quality First Teaching in every classroom. All Teaching and Learning CPD feeds into this, and recently, in order to be more robust in how we link quality first teaching to our work with disadvantaged students, staff have been trained in:

- the importance of the deficit discourse
- the impact disadvantage can have on pupils as learners
- strategies to close the gap in the classroom.

In November 2022, an external audit of our Pupil Premium spending was completed and we will embed the suggestions made around assessment, tracking spending and monitoring effectiveness to secure even better outcomes for our pupils.