

# Pupil premium strategy statement – Malmesbury School (Year 1 of a three year plan)

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	1459
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 (but reviewed regularly)
Statement authorised by	Mr Brett Jouny Headteacher
Pupil premium lead	Mr Mark Shadrick Deputy Headteacher
Governor / Trustee lead	Mrs Elizabeth Stethridge, School Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,428.58
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</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>	£211,428.58

# 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	The attendance of disadvantaged students remains below that of non-disadvantaged students, approximately by 5% over the last three years. All data analysis suggests that attendance is a key factor that impacts progress, especially for disadvantaged students.
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
To reduce the gap in progress between disadvantaged and non-disadvantaged students	Disadvantaged students make progress in line with their non-disadvantaged peers of a similar prior attainment. The number of disadvantaged students entering the school sixth form increases.
Quality first teaching in all classrooms, with teachers using effective research informed practise to maximise progress.	Lesson observation, pupil voice and data identify that all students experience lessons that enable them to make good progress, reflected also in outcomes.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a high participation level in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• 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 to 1-2%.</li> </ul>

## 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: £ 140,000

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 and developed across all year groups. 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, 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.	EEF toolkit – metacognition Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)	1,2,3

<p>Weekly teaching and learning briefings to reinforce research informed best practise. Staff invited to support other staff when excellent classroom practice is seen</p>	<p>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.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p>	<p>EEF 1. High-quality teaching   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)  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"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Using pupil premium   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes. Microsoft Word - Teachers Impact report final.docx (<a href="http://suttontrust.com">suttontrust.com</a>)</li> </ul> <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 , 2</p>

<p>Purchase web based programs and resources to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Sparx Maths</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Visualisers for quality modelling</li> <li>• Books/ booklets and paper based resources (including Y11 revision booklet)</li> </ul>	<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 de-signing and delivering effective approaches these gaps can be narrowed further.</p>	1,2,3
<p>Axiom maths initiative. A targeted programme aimed at supporting HPA year 7 (in 2024/25) students (with a disadvantaged focus) to help to ensure high progress in maths. This will then extend into year 8 and year 7 in 2025/26.</p>	<p>EEF research on small group tuition suggests it can add up to 4 months of progress over the course of a year. Evidence suggests that HPA students from disadvantaged backgrounds start to fall behind from the age of 11. Axiom maths research indicated that half of top performers who were on free school meals aged eleven are no longer top performers by sixteen.</p>	1,2,3
<p>Lexia reading intervention</p>		1,2,3

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

Budgeted cost: £ 41,428.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for specific pupils who require support with regulating their behaviour and emotions. 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: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a></p>	3

<p>Student services, pastoral support: phones persistent absentee families if pupil not in school and plans robust support</p>	<p>Attendance data  <a href="#">An Evidence Informed Approach to...   Durrington Research School</a>  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.  Data shows pupils with highest attendance make the most progress at, due to increased opportunities for over-learning and access to a personalised curriculum.  Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	<p>1,2,3</p>
<p>Cultural capital experiences promoted in the curriculum as per our PP charter</p> <ul style="list-style-type: none"> <li>• Essential experiences built into the curriculum including CEIAG activities, sports activities, theatre trips etc</li> <li>• Subsidies given to trips for Disadvantaged Learners</li> <li>• Residential trip cost is greatly reduced for PP</li> <li>• Support to purchase school uniform and P.E kit to enable students to be ready to learn</li> <li>• All school clubs including Duke of Edinburgh award promoted to PP and are actively encouraged to attend. Registers taken</li> <li>• Homework Club run weekly for all students</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments.  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. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	<p>1,2,3</p>

with targeted support for Disadvantaged Learners.		
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: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Malmesbury School's GCSE outcomes for the 2024/25 disadvantaged cohort improved from the previous years'. The Progress 8 for 2023/24 was -0.66, however this was heavily impacted by two students who did not sit exams. There were also some great success stories, and the number of year 11s from disadvantaged backgrounds joining the sixth form have increased.

14% of disadvantaged students entered the EBacc, which is below the 34% entry rate for the cohort. Two thirds of these achieved a strong pass though, which was almost identical to the strong pass rate for non-disadvantaged students. We have worked hard at encouraging students to take languages, but also had to recognise for some students this was not the right pathway, especially for the year groups most affected by the pandemic. Options choices are carefully reviewed for all disadvantaged students by the head of year and academic leader to ensure that the choices are appropriately challenging. This particular year group had a challenging experience at secondary school due to COVID, and this affected the numbers of students opting for languages.

Reading for pleasure and attainment is a trust-wide priority and we continue to refine our school strategy with the impact for learners experiencing disadvantage at the forefront of our reading procedures. Our whole school reading programme is established and continue to refine our approach and standardise the reading experience across all year groups. In recent disadvantaged student pursuits, the importance of reading during tutor time was clear. The disadvantaged students who were surveyed were positive about their experience of the tutor reading programme. We are confident that reading this year will continue to positively impact disadvantaged students but also narrow the outcomes gap at GCSE.

Our Mental Health Lead continues to promote good mental health at Malmesbury School, with students receiving guidance and support through the 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. As a staff body, we have received CPD on the importance of connection with our pupils and building relationships, we maintain that without relationships with our students we cannot be a happy, caring or excellent community. Disadvantaged students are at the centre of our discussions – featuring as an agenda item in line management meetings across the school and at the Local Governing Board meetings too.

At Malmesbury School, we strive for quality first teaching in every classroom, every day. All staff know that effective use of classroom time is what will have the biggest impact for our disadvantaged students. We understand that we can control the experience for our disadvantaged learners in this room. The Malmesbury Principles of Teaching are embedded across the school and drop-in data forms the developmental agenda for our staff. All Teaching and Learning CPD feeds into Quality First Teaching, and recently, in order to be more robust in how we link quality first teaching to our work with disadvantaged students, staff are regularly given updates on how the experiences of school can be more challenging for our disadvantaged students. We see evidence of these updates in learning walks and this continues to be a focus this academic year too.

In March of 2024, Malmesbury School were inspected by OFSTED and were judged to be outstanding in all areas. Within learning walks and deep dives the inspectors reviewed the work of, and spoke to, a large number of disadvantaged students, and were pleased to see

that the classroom experience, expectations, and outcomes within lessons were no different for disadvantage and non-disadvantaged learners. The OFSTED reports acknowledges that “the school prioritises supporting disadvantaged pupils with their individual needs”.