

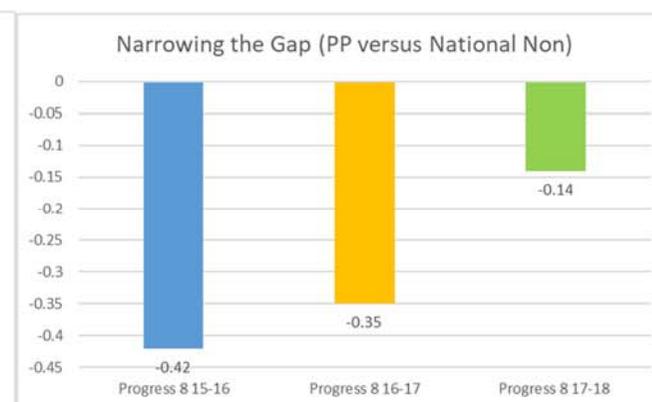
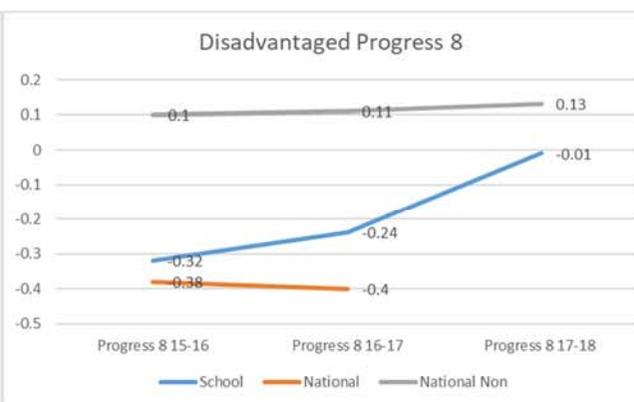
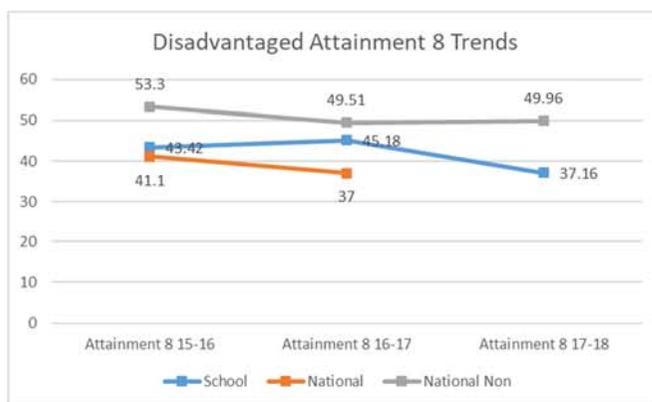
Malton School Pupil Premium Strategy Statement

Academic Year 2018-19

(Including review for 2017-18)

1. Summary information			
School	Malton School		
Academic Year	2018/19	Total PP budget	£105 000
Total number of students	668	Number of students eligible for PP	117

2. Current attainment		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015/16 only)	-0.33	0.10
Progress 8 score average (from 2015/16)	-0.24	0.10
Progress 8 score average (from 2016/17)	-0.01	0.13
Attainment 8 score average (from 2016/17)	37.16	46.0
% of disadvantaged students achieving a strong pass in English and maths (grade 5 or above)	0%	50%
% of disadvantaged students achieving a standard pass in English and maths (grade 4 or above)	31%	No current DfE data



3. Barriers to future attainment (for students eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Language development: a significant proportion of Student Premium students have delayed language skills that impact on their ability to access lessons, access texts and to develop their key word vocabulary and subject specific language	
B.	PP students find independent work (homework, revision, private study) a challenge, they find it difficult to organise themselves and prioritise work load	
C.	Further improving the behaviour and reducing the number of fixed term exclusions for student premium students	
D.	Low self-esteem, aspiration and lack of resilience	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for students eligible for PP are 88% (below the target for all children of 95%). In most year group's lower attendance for student premium students is linked to those students currently in receipt of free school meals rather than those who have been received free school meals in the last six years or are classed as looked after children.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An increasing proportion of PP Students make progress in line with their non PP national peers.	Measured through in school systems for non exam year groups with comparisons between disadvantaged students and non and through outcomes for students in Year 11 and Year 13
B.	A reduction in the number of behaviour incidents and exclusions linked to PP students.	School data systems show a reduction in the number of student premium students receiving fixed term exclusions, detentions and negative comments for the next academic year.
C.	Improvements in high quality first teaching that takes account of student's literacy needs by engaging strategies to improve language development.	Evidence of improved focus on language development observed in lesson observations and through quality assurance procedures.
D.	Improved attendance for PP students	The attendance of disadvantaged students(particularly those on free school meals) to improve towards the whole school target of 95%

5. Planned expenditure					
Academic year		2018/19			
Academic					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
Increase the GCSE progress and attainment of Pupil Premium students to be at least in line with national non Pupil Premium students.	Targeted in-class interventions which raise attainment.	Classroom teachers are best placed to offer appropriate intervention and should have knowledge of effective practice based on research such as EEF and Hattie	Training from lead practitioner team to focus on effective strategies for high quality first teaching	£1000	Subject leaders and Head of Inclusion
	Maths and English intervention, small group work and one to one.	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Regular data analysis and review of interventions.	£2000	Subject leaders and Head of Inclusion
	Subject level interventions – one to one and group work.	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Data analysis and appropriate intervention in subjects.	£2000	Subject leaders and Head of Inclusion
Achievement mentoring and support	Bespoke school version of 'Achievement for all' <ul style="list-style-type: none"> Pastoral worker to work with targeted PP students across school Additional mentoring to support learning Additional work with parents of PP students as and when required 	Students for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.	Targeted pastoral care and mentoring through a PP mentor, including working on engaging with parents where appropriate in order to facilitate improved working relationships with school Student learning considerations documents updated to reflect most current information that will support staff to address PP barriers.	£8500	PP Mentor

Raise attainment of students who have had long periods of underachievement or absence.	Academic mentor to work with individuals to address barriers to learning and develop strategies to increase attainment.	Some students have significant barriers to learning due to gaps in knowledge. In extreme cases it may be felt that students require a differentiated timetable and intensive academic support.	Regular attendance and progress discussions at SLT level and with key pastoral leaders and curriculum staff. Head of inclusion to support appropriately with alternative curriculum where appropriate PP mentor to work with pastoral team to support in re-engagement process.	£3000	Head of Inclusion Key stage leaders PP Mentor
Close literacy gaps at KS3 to ensure readiness for GCSE.	Accelerated Reader in Key Stage Three.	Literacy is the key building block to academic achievement, any literacy barriers must be identified early in year 7 and intervened throughout KS3 to ensure students are GCSE ready. Internal data, accelerated reader assessments and EEF report on accelerated reader demonstrate the effectiveness of these approaches.	Evidenced in the work of students in particular in English and Maths but across all subjects	£3000	Head of Communications Faculty
	English tutor time literacy interventions. This includes resources for reading activities during tutor time.	See above	Head of English using progress data and other assessment data to inform the programme.	£500	Head of Communications Faculty
Close numeracy gaps in KS3 students to ensure readiness for GCSE.	Focus on whole school numeracy through form time activities on Hegarty Maths.	Applying numeracy across the curriculum will improve students understanding of numeracy as well as raising its importance for future life.	Baseline testing in mathematics to identify any knowledge, skills and understanding gaps.	£500	Head of Mathematics and Computing Faculty Head of Inclusion
	One to one and small group work intervention	It is important that we identify numeracy gaps when students arrive at school and close them as soon as possible.	Numeracy policy to be renewed alongside literacy policy.	£1000	

High Quality First Teaching	Developing language skills including developing subject specific vocabulary.	Developing student's language skills and subject specific vocabulary will improve access to the curriculum and allow students to be increasingly successful in school. New GCSE's have require higher language skills so focussing on language skills will improve access to GCSE's	<ul style="list-style-type: none"> Review of teaching of key vocabulary and development of teaching strategies. Develop use of Showbie for creating subject specific Glossaries and vocabulary resources 	£1000	Deputy Headteacher
	Ensure feedback is purposeful and effective.	Feedback proven (EEF, Hattie, Lemov) to have a significant impact on academic attainment providing it is targeted and purposeful.	Twilight CPD sessions for all staff. Monitoring through quality assurance.	£1000	Deputy Headteacher
	Develop growth mindset in all students.	EEF growth mindset research shows that thorough and persistent work on developing growth mindset in students can have a positive effect on attainment.	Growth mindset will be the main thread which will run through all teaching and learning CPD throughout the year.	£1000	Deputy Headteacher
	Development of student learning considerations documents to inform staff of any relevant barriers and appropriate strategies for students	Staff being aware of the barriers for each individual student rather than applying a pupil premium stereotype is vital for supporting students appropriately to make good progress.	Through individual student learning considerations documents for each student.	£2000	Deputy Headteacher
Students supported to complete additional learning tasks including effective examination preparation	Additional homework club sessions at lunch time and after school After School revision rooms Additional transport provided to ensure that PP students to attend	Our own findings suggest that our student premium students are less likely to attend after school sessions as many of these students have issues with transport if they do not get the school bus.	Supporting students to attend homework club through a staffed lunch time provision and supported transport for one night a week to allow access to other subject based support.	£5400	Head of Inclusion

Higher attendance at revision parents forum from PP students and their parents of carers.	<p>Focused 'How to revise' workshops with content adapted for ability groups.</p> <p>Parents Forum to focus on effective preparations for exams including revision skills with targeted letters for PP students</p>	Pupil premium interviews suggest many of the students struggled with effective revision strategies and their parents did not attend the parent's forum focused on this areas.	Sessions led by lead practitioners with targeted letters to parents of students who would most benefit from attendance arranged by year leaders	£1000	<p>Lead practitioner team</p> <p>Key Stage Leaders</p>
Total budgeted cost					£32,900

Behaviour, Attendance, Social and Emotional					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
To ensure whole school behaviour is excellent ensuring all students experience a purposeful and calm learning environment that follows the positive discipline system.	Whole school behaviour improvement through embedding of positive discipline policy.	Low level disruption can have a significant effect on the learning of vulnerable students; this must not be tolerated. EEF – Behaviour intervention	SLT and whole school monitoring and intervention with individual classes and students who present negative behaviour.	£4500	RJW
To enable the tracking, support planning of interventions for PP students. To deal with any problems and issues quickly including communication with parents.	<p>Pastoral support at KS3 and KS4 of PP students and their families.</p> <p>Pastoral leaders interventions based on needs identified for specific students.</p>	Previous experience shows that students from disadvantaged backgrounds and their parents and carers are more likely to require additional support and guidance in successfully progressing through their school career.	Key Stage Leaders and Head of Inclusion to discuss barriers to learning frequently and ensure appropriate strategies are implemented for students. PP mentor to be involved in support for delivery of strategies identified. Development of nurture groups for Key Stage 3 students to tackle behaviour and social difficulties	£8000	<p>Head of Inclusion</p> <p>Lead TA</p>
To create positive behaviour change in students whose behaviour is a barrier to learning.	Mentoring programme of students with appropriate role models to improve behaviour.	Some students require structured behaviour change programme with mentoring to address social and emotional barriers to learning. EEF – Behaviour intervention	Embed programme and review effectiveness.	£2000	<p>Behaviour Mentors</p> <p><i>Behaviour Manager Team</i> <i>Senior Leadership Team</i> <i>Key Stage Leadership Teams</i> <i>Additional Mentors</i></p>
Improve PP attendance above 93%	Key Stage leaders work proactively to intervene swiftly with poor attenders.	National and in school data shows the correlation between attendance and achievement.	First day response from attendance clerk. Key Stage leaders to meet with SLT links and discuss intervention for attendance concerns.	£3600	<p>Attendance Clerk</p> <p>Key Stage Leaders</p>

Reduce persistent absence of student premium students	Early intervention with students whose attendance was weak last year.	Internal data shows bespoke intervention improves attendance of PA students.	Key Stage leaders to meet with SLT links and discuss intervention for persistent absence concerns.		Key Stage Leaders
	Additional transport costs for collecting students or home visits	Internal data shows bespoke intervention improves attendance of PA students.	Key Stage Leaders and Head of Inclusion to decide on appropriate strategies to improve attendance which may involve collecting students		Key Stage Leaders Head of Inclusion
To secure smooth transition to secondary school for most vulnerable students.	Thorough transition programme run by KS3 leadership team and the inclusion team.	It is vital that transition lead goes to every primary school to gather information on students and potential barriers to learning. EEF – Transition programmes.	KS3 leader and head of inclusion to use information gathered from primary school to identify support required.	£4000	Head of Key Stage Three Head of Inclusion
Ensure that LAC students are fully supported in school	The Designated Teacher to attend all PEP meetings and other LAC reviews and meetings as appropriate. Designated Teacher to attend Virtual School trainings	Virtual School consider it essential that the designated teacher is given to time to carry out PEP meetings and to follow up on necessary actions.	Designated teacher will allocate their time accordingly.	£3000	
Remove mental health barriers to learning	To provide social, emotional and mental health support for students with particular needs and issues. To signpost to other support services.	Mental health is increasingly effecting pupils' progress and attendance. School counsellors or support from other professionals can offer emotional support and methods of building resilience.	Students identified through pastoral team meetings with head of inclusion and key stage leaders.	£2000	Key Stage Leaders
Total budgeted cost					£47,100

Equal access, material barriers and aspirations					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead
Ensure equal access for educational experiences through personal development activities	Period five personal development activities every Thursday	It is important that students have equal access to all educational opportunities. EEF – Arts participation	Monitored participation in a range of character building activities and experiences. Monitoring of PDA choices to ensure a balanced approach in a range of activities. Collecting feedback from students about their development throughout each activity.	£10,000	Assistant Headteacher Curriculum
	Educational trips funded.	It is important that students have equal access to all educational opportunities. EEF – Arts participation	Trip lead aware of funding opportunities.	£5000	Key Stage Leaders

	Subsidised music lessons	Additional support provided		£2500	
Make sure all students feel included and physically part of the school.	Fund any necessary clothing or equipment for students.	EEF – Limited impact but vital for inclusion and well-being.	Monitored through tutors and pastoral teams as well as subject staff.	£200	Key Stage leaders
	Food Tech ingredients and technology equipment	Additional support provided		£2400	
	I-Pad for Learning Scheme support	Students require i-pads as part of the iPad for learning scheme and the PP funding is used to support a reduction in the overall cost of this scheme.	Key Stage Leaders to support PP students and families with information about the discounted scheme.	£1500	Key Stage Leaders Network Manager
Ensure students have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Basic resources such as revision guides should be accessible to all students. Previous GCSE results demonstrate the effectiveness of this.	Subject leaders to organise revision guides for students.	£400	Subject Leaders
Increase proportion of PP students progressing to sixth form study or further education.	Sixth-form mentor run programme to increase aspirations with KS4 students. CEIAG events to support specifically identified progression routes	All students have high aspirations but not all students know what high achievement looks like or how to achieve their best. This programme will ensure students are aware of options and that they make an informed and aspirational choice about their future. Aspiration work EEF.	Sixth-form pastoral member to arrange group work and one-to-one meetings with PP student throughout year. Careers interviews to highlight further support required for bespoke guidance / opportunities	£3000	Head of Sixth Form Head of Inclusion
Total budgeted cost					£25,000
Grand Total Projected					105 000

6. Review of expenditure

Previous Academic Year: 2017/18

Academic

Desired outcome	Approach	Progress/Estimated Impact	Lesson Learned/Next steps	Cost
Increase the GCSE progress and attainment of student premium students to be at least in line with national non student premium students.	Targeted in-class interventions which raise attainment.	<ul style="list-style-type: none"> Overall Progress 8 Score increased from -0.24 to -0.01 Progress 8 gaps for English, EBAC and Open subjects all narrowed The progress 8 gap in maths widened, this was mainly a result of improved performance of non-PP students, leading to an overall improvement in Maths results. English P8 for PP students improved from -0.69 to -0.343 PP students achieved a higher P8 score in the EBAC subjects than non-PP students 	Staffing turnover in the maths department appears to have had a greater impact on PP students than non PP students. We need to ensure that the overall improvements in maths results in 2018 leads to a narrowing of the gap in 2019.	£1000
	Maths and English intervention, small group work and one to one.			£2000
	Subject level interventions – one to one and group work.			£2000
Achievement mentoring and support	<p>Bespoke school version of 'Achievement for all'</p> <ul style="list-style-type: none"> Pastoral worker to work with targeted PP students across school Additional mentoring to support learning Additional work with parents of PP students as and when required 	<ul style="list-style-type: none"> Pupil Premium mentor role established within the school. Overall improvement in P8 score Increased parental engagement Improved attendance at lunchtime and after school revision sessions 	As this was a new role, there was a strong focus on Year 11 students in order to establish working practices and build up relationships with families. This role now needs to expand to cover all PP students in the school (including LAC students) so that key supportive relationships can start to be built from the time that students enter the school.	£8340
Raise attainment of students who have had long periods of underachievement or absence.	Academic mentor to work with individuals to address barriers to learning and develop strategies to increase attainment.	<p>Pupil Premium mentor met with all PP students to discuss progress</p> <p>Additional learning needs identified and addressed by the Inclusion team</p> <p>Barriers to learning were identified and noted in Student Learning Consideration documents</p> <p>Pupil specific strategies to support progress led by the pastoral team</p> <p>Cope course introduced in Year 10</p> <p>Showbie used to ensure that absent students have better access to lesson notes and resources</p>	Pastoral team reorganisation will ensure that this support can be targeted more effectively.	£3000

Close literacy gaps at KS3 to ensure readiness for GCSE.	Accelerated Reader in Key Stage Three.		Spending on this has been deferred to 2017/18	£0
	English tutor time literacy interventions. This includes resources for reading activities during tutor time.	Reading boxes and additional literacy resources provided to form tutors Literacy policy renewed		£500
Close numeracy gaps in KS3 students to ensure readiness for GCSE.	Focus on whole school numeracy through form time activities (including resources)	The maths department elected not to renew the mymaths subscription due to issues accessing it from an ipad which was limiting its effectiveness Numeracy policy renewed	Alternatives have been researched and school have invested in Hegarty Maths for 2018/19 and a programme is in place for its use in form time to develop numeracy.	£0
	One to one and small group work intervention		New data system for Key Stage 3 is now in place, enabling improved monitoring to take place over time.	£1000
High Quality First Teaching	Developing language skills including developing subject specific vocabulary.	Trainings delivered by Head of Inclusion addressing strategies for supporting writing (including vocabulary development) and use of ipads. WriteOnline purchased and used by targeted students Use of a 'resources' or 'help desk' assignment within Showbie introduced	Need to develop these strategies and monitor their use so that they can be fine tuned.	£1000
	Ensure feedback is purposeful and effective.	Ongoing monitoring through QA programme		£1000
	Develop growth mindset in all students.	Growth mindset is a key element of Teaching and Learning and of student's personal development		£1000
	Development of student learning considerations documents to inform staff of any relevant barriers and appropriate strategies for students	Each student has an personal Student Learning Considerations document that has been populated by the Pupil Premium mentor and the Inclusion and Pastoral teams	These need ongoing updating and development to ensure that new information regarding students is shared in a timely way. Ongoing monitoring required to ensure that they are being used effectively to support individual students	£2000
Students supported to complete additional learning tasks including effective examination preparation	Additional homework club sessions at lunch time and after school After School revision rooms Additional transport provided to	Homework clubs in place Attendance at after school homework club increased Improved attendance by KS4 PP students at maths club and other after school revision sessions	Need to plan routes and after school sessions carefully to maximise benefits, including working to ensure that provision matches the needs of the students Additional planning by the PP mentor to ensure attendance and to direct PP students to the most appropriate after school sessions	£4280

Higher attendance at revision parents forum from PP students and their parents of carers.	<p>Focused 'How to revise' workshops with content adapted for ability groups.</p> <p>Parents Forum to focus on effective preparations for exams including revision skills with targeted letters for PP students</p>	<p>Additional workshops run by the Lead Practitioner team.</p> <p>A small number of parents of PP students attended the parents forum.</p>	<p>Workshops to be developed and repeated this year</p> <p>Increased focus on personal invitations to parents of Pupil Premium student in order to encourage more parents to attend</p>	£1000
Total cost				£28,120

Behaviour, Attendance, Social and Emotional				
Desired outcome	Approach	Progress/Estimated Impact	Lesson Learned/Next Steps	Cost
To ensure whole school behaviour is excellent ensuring all students experience a purposeful and calm learning environment that follows the positive discipline system.	Whole school behaviour improvement through embedding of positive discipline policy.	Behaviour managers employed to manage isolation and to monitor the PD system, this has resulted in the system being strengthened and used more effectively. Isolation use has increased, but this is due to increased availability of the behaviour managers and has allowed for more effective targeting and monitoring of work done and support for catching up on missed work. New systems being put into place for monitoring of PD data	Improved monitoring means that pastoral staff and the PP mentor can carry out more targeted behaviour interventions	£4500
To enable the tracking, support planning of interventions for PP students. To deal with any problems and issues quickly including communication with parents.	<p>Pastoral support at KS3 and KS4 of PP students and their families.</p> <p>Pastoral leaders interventions based on needs identified for specific students.</p>	Ongoing pastoral support from the KS3 and 4 pastoral teams. Pastoral and Inclusion teams use academic progress data, attendance data and PD data to plan targeted interventions PP mentor met with parents of all Y11 PP students	PP mentor role to include meetings with targeted parents from all year groups Lead TA to look at developing nurture groups.	£20000
To create positive behaviour change in students whose behaviour is a barrier to learning.	Mentoring programme of students with appropriate role models to improve behaviour.	Additional mentoring interventions carried out by pastoral staff, including PP mentor and behaviour manager. SLT mentoring for targeted students	Reorganisation of the pastoral team will strengthen this process.	£2000
Improve PP attendance above 93%	Key Stage leaders work proactively to intervene swiftly with poor attenders.	Attendance for PP students remained at 88%	A member of staff to oversee all attendance procedures and the development of more robust	£3600

Reduce persistent absence of student premium students	Early intervention with students whose attendance was weak last year.	New attendance tracking system introduced to improve the information provided to Head of Key Stage	attendance procedures will allow for swifter and more effective intervention. Pastoral staff reorganisation has created additional capacity for attendance monitoring in Key Stage 3 and given increased flexibility for home visits in KS3 and 4	
	Additional transport costs for collecting students or home visits			
To secure smooth transition to secondary school for most vulnerable students.	Thorough transition programme run by KS3 leadership team.	An effective and comprehensive transition plan is in place enabling information gathering on all students. Head of Inclusion and Head of Key Stage 3 share information to organise effective enhance transition plans for vulnerable students PP mentor visited targeted PP students in their primary setting to begin relationship building	This is an ongoing programme that is adapted to the individual needs of the cohort each year.	£4000
Remove mental health barriers to learning	To provide social, emotional and mental health support for students with particular needs and issues. To signpost to other support services.	Compass Buzz L1 training delivered to half the staff team School wellbeing team established. Pastoral and inclusion teams signpost students to appropriate mental health support as appropriate. Ongoing liaison with mental health professionals to ensure appropriate support for students in school.	Compass Buzz L1 training to be rolled out to the rest of the staff. Identified staff to attend the L2 and L3 training. Additional support mechanisms for mental health to be investigated. Further staff training around attachment disorder to be organised	£2000
Total cost				£33,000

Equal access, material barriers and aspirations				
Desired outcome	Approach	Estimated Impact	Lesson Learned	Cost
Ensure equal access for educational experiences through personal development activities	Period five personal development activities every Thursday	PDA programme developed so that there is increased focus on students developing a range of skills PP students supported to ensure that they make choices at the appropriate times so that they can choose from the full range of choices		£10,000
	Educational trips funded.	Additional support provided		£4050
	Subsidised music lessons	Additional support provided		£2112
Make sure all students feel	Fund any necessary clothing or equipment for students.	Additional support provided at the discretion of the pastoral staff		£23

included and physically part of the school.	Food Tech ingredients and technology equipment	Additional support provided		£1306
	I-Pad for Learning Scheme support	All FSM students entitled to a discounted ipad. Funding for ipads for LAC students negotiated with the appropriate virtual school.		£504
Ensure students have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Revision guides and text books organised by subject leaders and discounts applied as appropriate		£285
Increase proportion of PP students progressing to sixth form study or further education.	Sixth-form mentor run programme to increase aspirations with KS4 students. CEIAG events to support specifically identified progression routes	Students with aspirations to attend the sixth form met with senior school staff to discuss their applications Additional support for all students at risk of becoming NEET (including PP students) was arranged. All Pupil Premium students progressed to an appropriate Post 16 course.		£3000
Total cost				£21280

Grand Total				£85500
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