

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	Malet Lambert
Number of pupils in school	1533
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Patrick Sprakes HT
Pupil premium lead	Keri Pearson AHT and Ollie Brady VP
Governor / Trustee lead	Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,690
Recovery premium funding allocation this academic year	£48,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£61,851 (unspent Covid catch-up funding)
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	£413,681

Part A: Pupil premium strategy plan

Statement of intent

Our school has the ambition that pupils from any background will, during their time at Malet Lambert achieve high attainment across the curriculum. They will have access to a broad, challenging and enriching curriculum. They will be supported to aspire to an ambitious future and provided with the tools to progress. Our strategy recognises that high quality teaching is at the root of educational success for our disadvantaged and vulnerable pupils and, implicit in the statements below is the recognition that this is where the majority of our effort are concentrated.

- 1. Academic performance of pupils from vulnerable and disadvantaged backgrounds is as strong as for our non-disadvantaged cohort*
- 2. The cultural understanding of these pupils has been levelled up so that it is on par with the wider pupil population*
- 3. The pupils from disadvantaged backgrounds understand the education and training routes that they can follow in order to achieve their ambition.*
- 4. We will work towards a deep understanding of the disadvantaging factors that inhibit our pupils, including for our long-term disadvantaged cohort, and from that point develop strategies that address the classroom approaches, targeted academic support and wider needs of this cohort.*
- 5. We will work to understand the intersections of disadvantage across our pupil population and how to address the individual needs arising from this.*
- 6. We will address training needs of our teachers and teaching staff through a domain-specific approach, ensuring that we have experts in their subject in every classroom.*
- 7. We will use our assessment information carefully to ensure that wider academic needs of our disadvantaged pupils are addressed consistently, including through vocabulary, reading and wider literacy.*
- 8. The full range of pupil information will be monitored and used to target wider interventions where needed – around attendance, behaviour, family support (including with technology where appropriate), social and emotional factors and classroom-based learning strategies*
- 9. Monitoring of the implementation and impact of this plan will be ongoing*
- 10. We recognise that early intervention is the most likely route to long term success.*

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Pupils need to be able to access a high quality, challenging curriculum, appropriately scaffolded and delivered by experts.</i></p> <p><i>Curriculum development is an ongoing area where we are focusing our efforts. This is in recognition that we should continue to develop our subject content, the way in which it is delivered and the skills of those who deliver it as we learn more about how pupils learn and retain knowledge and understanding.</i></p>
2	<p><i>Low literacy/numeracy levels – in terms of oral communication, reading comprehension, less developed vocabulary. Communication difficulties, low reading ages and capacity for extended writing having an impact across the full range of academic subjects. The impact of this is amplified with a number of pupils with limited vocabulary. Current Year 7 pupils, have a large % of pupils with reading ages well below expected – 70 in the year group have a reading age of below 9 years (20%).</i></p> <p><i>The gap between disadvantaged and advantaged pupils at KS2 reading and Maths is much greater in their reading.</i></p>
3	<p><i>Low prior attainment in a range of subjects – this means that starting points of pupils on entry to the school can vary widely, these gaps leading to further learning loss as pupils progress through school. In current Year 11, KS2 scores in Maths and Reading averages differed by 3.1 points, broken down between Maths and Reading.</i></p> <p><i>Reading showed the biggest gap in prior attainment between disadvantaged and non-disadvantaged pupils – 4.5 points. This gap is replicated across year groups.</i></p>
4	<p><i>Cultural disadvantage – has a significant impact across a wide range of subjects</i></p>
5	<p><i>Socio economic disadvantage – poverty, housing issues and lack of appropriate space, access to resources. Whilst the school has 24% actually eligible for FSM, there is significant deprivation in the area and evidence suggests we have a large proportion of pupils who fall just outside of this criteria. The city is heavily manufacturing based, and the pandemic has had an impact on employment. We expect this figure to rise. The IDACI (Income deprivation affecting children index) highlights Hull as having the 5th highest % of children living in an area of deprivation nationally. With the catchment containing areas of the most deprived 10% of neighbourhoods nationally (IOD2019)</i></p>
6	<p><i>Safeguarding and welfare issues – family stress and low resilience.</i></p>
7	<p><i>Low parental engagement – academic. This leads to a low level of self-expectation on the part of the pupil which demotivates with challenging work. The lack of parental engagement also means that it becomes very challenging to develop an effective intervention for pupils in this category.</i></p>
8	<p><i>Attendance over previous years indicates that our disadvantaged pupils have higher absence than our non-disadvantaged – 3% difference.</i></p> <p><i>Disadvantaged pupils also make up a disproportionate amount of our persistent absentees - 31% of the PAs have been from the disadvantaged population</i></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
<i>Improve outcomes – increase the proportion achieving basics 4+ and 5+</i>	% of disadvantaged pupils achieving KS4 4+/ 5+ and 7+ in all subjects is in line or above pupils nationally.
<i>Improve proportions of pupils meeting end point expectations at KS3 and 4</i>	% of disadvantaged pupils reaching expectations at each point is in line with wider school population
<i>Improve reading comprehension among disadvantaged pupils across KS3</i>	Reading comprehension tests by the end of KS3 demonstrate improved comprehension skills and a reduced disparity between disadvantaged pupils and their non-disadvantaged peers
<i>Improved oracy amongst disadvantaged pupils at KS3 and 4 has led to improved writing skills</i>	Extended writing work across the range of subjects demonstrates an improvement in use of tier 2 and 3 vocabulary as well as structure and syntax.
<i>Improve destinations (NEET)</i>	% figure in line with other pupils – 99%+
<i>Increase attendance</i>	Attendance for disadvantaged pupils is in line with the national average and the number of persistent absentees reduce
<i>Increased EBAC entry</i>	In line with non-disadvantaged pupils and increasing yearly with school targets

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: £205,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Professional development within subjects – developing a domain-specific expertise in all classroom-based staff</i></p> <ul style="list-style-type: none"> • TDM sessions across the year • Training day time • Evidence-Informed practice 	<p>Having experts in every classroom is the most effective method of ensuring that every child is effectively challenged and supported to achieve to their ability in that subject. This is our long term, ongoing aim.</p> <p><i>2016 Professional Development standards</i> <i>EEF Guide to the Pupil Premium</i> <i>John Hattie – Visible Learning meta-analysis supports professional development as a large effect-size (+0.51) on pupil outcomes</i></p>	<p>1,2,3,4,5</p>
<p><i>7-step metacognitive model integrated into subject-led development activities including supporting staff to adopt a top-down scaffolded approach to pupil-support rather than a differentiated one</i></p> <ul style="list-style-type: none"> • TDM sessions • Evidence-Informed practice sessions • CRL planning/delivery time 	<p>Metacognition has been shown to have a disproportionately beneficial impact on pupils from disadvantaged backgrounds. Developing metacognitive approaches to teaching within subjects will potentially benefit pupils to the level of an additional 7 months' progress per school year. Approaches that will be used with pupils include teacher modelling and guided practice.</p> <p><i>EEF Guide to Metacognition and Self-Regulated Learning</i></p> <p>Demonstrated high expectations of pupils has been shown to lead to pupils having increased level of self-expectation which in turn links strongly to improved outcomes.</p> <p>Scaffolding, where teachers show pupils how they can achieve high-quality outcomes, rather than differentiated pathways is a key driver in successful teaching to the top</p>	<p>1,2,3,4,5,7</p>

	<i>John Hattie – Visible Learning meta-analysis</i>	
<p><i>Diagnostic assessment activities</i></p> <ul style="list-style-type: none"> • <i>Expanding planned assessment using NGRT/CAT4 to year 8-10</i> • <i>Training sessions for teaching staff on methods of diagnostic assessment</i> 	<p>Effective gap analysis will support teachers in planning effectively to close gaps between our disadvantaged cohort and their non-disadvantaged peers that have potentially increased during the pandemic. Effective assessment activities will support targeted teaching and help to ensure any interventions are based on specific data.</p> <p>Effective assessment means that teaching staff can provide better quality feedback – shown to have a massive impact on pupil progress.</p> <p><i>EEF Guide to Diagnostic Planning</i></p>	1,2,3,5
<p><i>Literacy training for teaching staff and teaching assistants – focusing on oracy, vocabulary acquisition and improving reading fluency</i></p> <ul style="list-style-type: none"> • <i>Autumn term planning and consultation</i> • <i>Training day launch</i> • <i>Ongoing evaluation and training - Monday pm sessions</i> 	<p>The focus across school will be on developing talk for learning. This will reflect a whole school expectation that pupils will answer questions in full sentences as a starting point.</p> <p>A focus on tier 2 and 3 vocabulary across subjects will develop a more consistent understanding across the PP cohort of both subject-specific language and academic language more broadly. The training of TAs will allow them to provide higher quality support for those PP pupils who are in need of TA support.</p> <p><i>EEF Guidance Report on Secondary Literacy</i></p>	1,2,4,5
<p><i>A pedagogical coaching model – supporting staff to develop their practice</i></p> <ul style="list-style-type: none"> • <i>TDT time and costs</i> • <i>Cover for training</i> • <i>Coaching allocated time</i> 	<p>Evaluating the effectiveness of coaching and mentoring programmes is difficult because it often focuses on accounts of practice, which can lack reliability and validity. However, an increase in high-quality educational research in recent years has focused on how and why different programmes are effective, often citing coaching as an ‘active ingredient’</p> <p>The EEF Implementation Guidance Report sets out several principles related to effective coaching. For example, it advocates the use of ‘skilled coaches or mentors (either internal or external) to provide ongoing modelling, feedback, and support that helps staff apply new skills and knowledge in practice.’</p>	5,7

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

Budgeted cost: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National Tutor Programme focusing on Maths</i></p> <ul style="list-style-type: none"> NTP sessions running in 8 week blocks with 100 pupils – prioritising PP pupils 	Individual and small group tutoring has been shown to have a strong impact as a targeted intervention. Teaching staff can more easily meet the needs of the pupils they are working with.	2,3,5
<p><i>Literacy interventions – Key Stage3</i></p> <ul style="list-style-type: none"> Literacy lessons SBT/KSP co-ordinating Tutors appointed and trained to deliver sessions including phonics 	Literacy interventions including Good2Learn as well as reading programmes, and work to support specific needs are tailored to the pupils who have been identified through NGRT, CATS, teacher referral, information from primary phase.	2,4,5
<p><i>Y11 targeted intervention</i></p> <ul style="list-style-type: none"> Period 6 lessons Revision support materials shared with parents Use of regular low-stakes assessment/recall/retrieval practice 	Based on sound diagnostic assessment – a short-term, focused intervention has been shown to have impact with the pupils who need it most. This was seen in the previous school year as a useful and effective method for addressing missing content due to the impact of Covid-19. Activities also included teaching the pupils a metacognitive approach to revision and use of technology to chunk pieces of key content.	3,4,5,6,7,8
<p><i>Tutor reading programme</i></p> <ul style="list-style-type: none"> Y7, 8 and 9 tutors reading to forms twice a week Books/resources/training and ongoing support 	Sussex University trial 2018 showed the potential impact of a non-intervention based reading programme on pupil reading ages of up to 9 months+	2,3,4,5
<p><i>Homework support</i></p> <ul style="list-style-type: none"> Provision of appropriate technology to pupils who need it Ongoing use of Google Classroom for access Guidance for teachers on most effective use of homework time 	Where homework is set that links strongly to pupil class-based learning and that is supported through ensuring pupils have access to digital devices where appropriate – this in recognition that whilst well-designed homework can give up to 5 months of additional progress to pupils, this can be even greater when harnessing the benefits of technology.	1,2,3,4,5

	Homework should also be an opportunity to embed or practice learning from the classroom rather than researching areas the pupils have not yet covered.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £104,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Arts Award – wider ‘cultural experiences’ programme.</i></p> <p><i>All pupils to have access to the Arts award throughout Key Stage 3 to enrich their cultural experiences.</i></p> <ul style="list-style-type: none"> Initial rollout through Y7 Joint planned by Music, Art and Drama 	<p>Increasing pupil’s cultural capital and social capital opens up opportunities and experiences to enable them to thrive in the wider modern world.</p> <p>file:///N:/Pupil-Premium-Case-Studystoke-newington.pdf</p>	4,5
<p><i>CEIAG programme that signposts routes into further and higher education to ensure pupils are not NEETS and have clear direction for the next stage of education.</i></p> <ul style="list-style-type: none"> Post 16 information sessions Personalised sessions for pupils where needed 	<p>Onsite careers lead –</p> <p>Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p> <p>Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers.</p> <p><i>EEF review into quality careers education 2016</i></p>	5,7
<p><i>Re-establishing a whole school approach to attendance recovery post pandemic, including increasing capacity in the attendance team.</i></p>	<p>Previous attendance data specific to Malet Lambert has shown that disadvantaged pupils whose attendance is above the national average are in line with their non-disadvantaged peers.</p>	7,8

<p><i>Embed further the principles set out in the</i></p>	<p>Increasing capacity allows home school relationships to promote attendance to be built and to effectively ensure any request for EHE and referrals for CME are managed. An increasing issue in the city, due to a transition community within the area.</p> <p><u>Dfe Improving School Attendance.</u></p>	
<p><i>Maintaining the funding of the strategic and highly effective pastoral staffing to continue to provide a safe and purposeful environment for all.</i></p> <p><i>Further staff training on aspects of behaviour and mental health in response to the additional needs created by the pandemic.</i></p>	<p>Strong and effective pastoral systems that are simple and consistent are proven to support the behaviour of pupils.</p> <p>With an increasing need to support pupils emotionally with their mental health and anxiety, staffing has been focused and increased to address this need.</p> <p><u>EEF Improving behaviour in schools</u></p>	<p>5,6,7,8</p>

Total budgeted cost: £413,681

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.

As 2021 outcomes were awarded via Centre Assessed Grades we have looked at the difference between disadvantaged and non-disadvantaged pupils.

The average A8 score for disadvantaged pupils was 41.55, this was a slight decrease from 2019 summer exam series. However, this reflected the KS2 prior attainment in the disadvantaged cohorts between the two year groups. The gap between Disadvantage and Non disadvantaged is 10.7. This is an increase and a pattern that has been reflected nationally.

The percentage of disadvantaged pupils entered for EBACC was 29% - an increase from the previous year by 10%.

The 5+ basic for English and Math for disadvantaged pupils increased from 19.6% to 32.7%, compared to 2019 data, with the gap reduced from 24.5% to 15%

The 4+ basics for English and Maths for disadvantaged pupils increased from 48.2% to 52.7%, the gap very narrowly reduced further from 23.6% to 22%.

Attendance is only comparable for the Autumn term due to the national picture and COVID-19 related attendance issues.

Attendance of disadvantaged pupils continues to improve to be above that of similar pupils nationally as well as the number of persistent absentees who are disadvantaged. This figure is well below the national figure. This is an improving three year trend since 2017. During school closures, we had a significant amount of vulnerable pupils attend and once schools opened, attendance of particular groups including SEND and vulnerable was above the local and National figures.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.