Pupil premium strategy statement – Magdalen College School, Brackley

This statement details our school's use of pupil 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	1364
Proportion (%) of pupil premium eligible pupils	11.51% (157 students)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Tom Hollis, Headteacher
Pupil premium lead	Abi Banks, Deputy Headteacher
Governor / Trustee lead	Colm Harte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,500
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£
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*	£8,990,633

Part A: Pupil premium strategy plan

Statement of intent

At Magdalen College School we aspire to provide an exceptional educational experience for young people, enabling each pupil to:

• achieve academic and personal excellence
• make a positive contribution to global and local communities

During their time at Magdalen, pupils will develop:

• curiosity to deepen their knowledge of the world around them
• skills and attributes to enable success
• a love of learning

Our ethos is based around these positive behaviours:

• Managing yourself effectively so that you can work and learn
• Ensuring positive interactions with others in our school and community
• Being open to reflection on and learning from our mistakes

Our aspiration is for our disadvantaged students to feel a sense of connection and belonging, allowing them to thrive in these areas:

• Attendance at school and in lessons, as well as punctuality
• Building strong relationships with staff and students
• Access to the full breadth of the curriculum
• Engagement with the Enrichment programme
• Homework and online learning completion
• Positive behaviour points supporting our three positive behaviours
• Securing next steps in education or training at 16 or 18

We recognise that our disadvantaged students encounter additional barriers to full engagement in our provision, and it is these that our Pupil Premium strategy seeks to address. Our key principles in developing and delivering this plan are:

• All students, and especially those identified as disadvantaged, benefit from excellent teaching delivered by subject specialists
• The majority of 'intervention' is in the hands of each class teacher who is best placed and skilled to support the individual

• We seek to 'level-up' what disadvantaged students may not be provided with at home, or that may add additional demands to home resources including: IT hardware and software subscriptions for learning; online or in-person tutoring; • access to educational resources and additional visits; • support and advocacy from our tutors, Pastoral Support Assistants and Leaders of Learning

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students report a low sense of 'self-worth as learners'. This impacts on their ambition, resilience, and self-efficacy in the classroom and beyond.
2	Students lack the hardware and IT skills to access and gain full benefit from online learning as homework and if absent from school
3	For a higher proportion of disadvantaged students, attendance and punctuality to school and lessons is more challenging
4	Disadvantaged students are less likely to be able to manage themselves effectively in order to show positive behaviours in and around school

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
A) Attendance to school and lessons on time	A decrease in the attendance and punctuality gap between disadvantaged students and their non-disadvantaged peers
B) Access to the full breadth of the curriculum	KS3: All disadvantaged students complete KS3 curriculum in every subject across three years that prepares them well for a two-year KS4

		KS4: No disadvantaged student has a reduced curriculum KS5: All disadvantaged students complete 3 Level 3 courses and the EPQ
)	Strong relationships with staff and students	A decrease in the attendance and punctuality gap between disadvantaged students and their non-disadvantaged peers Disadvantaged students are in-line or exceeding 'others' on average total positives in every year group
)	Engagement with the Enrichment programme	Levels of attendance at after-school Enrichment are in-line or higher for disadvantaged students
)	Homework and online learning completion	All homework is completed by all disadvantaged students using Go4Schools and other online tools. Disadvantaged students access online tutoring and self-study materials according to personal learning plans
)	Positive behaviour points	Disadvantaged students are in-line or exceeding 'others' on average total positives in every year group
)	Securing next steps in education or training at 16 or 18	Every disadvantaged student secures 'next step' at an appropriate level to continue their education in-line with their peers

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge

		number(s) addressed
All teaching staff engaged in developing expertise in use of effective feedback in lessons – appraisal target for all teaching staff	Adaptive teaching in the classroom is the most effective way to meet the needs of the students in the classroom. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1734357125 The Great Teaching Toolkit is a summary of the best available research on the things teachers know, do and believe that has the biggest impact on student learning. Dimension 4 of The Model for Great Teaching is 'Activating hard thinking'. Staff have access to resources to support their development in using effective feedback. This is a focus for our CPD for all staff, with lesson drop-ins focussed on the use of feedback. https://evidencebased.education/ Great Teaching Toolkit	1, 3, 4
Personal appraisal target for all teaching staff based on another dimension of the GTT	Staff have chosen a personal target based on one of the other three dimensions: Dimension 1 – Understanding the content Dimension 2 – Creating a supportive environment Dimension 3 - Maximising opportunity to learn	1, 3, 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject level intervention	One-to-one tuition is an effective way to raise engagement and achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3

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

Budgeted cost: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Academic Fund: every disadvantaged learner who is eligible for Free School Meals has a personal budget of £50 per year to spend supporting their learning and time in school	Internal evidence shows that students make greater use of resources such as revision guides where they have agency about choice etc. More students have 'extras' that they would not otherwise feel confident asking for.	1, 2
Device, Software and Internet access provision: ensure that every disadvantaged student has a school provided and managed device for online learning at home.	Almost all communication between school and home is now online. It is common for class teachers and students to communicate via email. All homework is set online with much needing online access to complete. Students without individual devices complete less homework and make less use of online learning resources. Many students were provided with devices through the pandemic when more changes to provision occurred and this is now a vital piece of equipment for any student joining the school. EEF link: Extending school time; Homework	2
CIAGS interviews – every disadvantaged student is provided with a Careers interview with a senior teacher before GCSE options and with an external advisor in preparation for post-16	School evidence shows no disadvantaged student has become 'NEET' since the provision of these careers interviews. Outcomes link into DSLM meetings (see above). Increasing numbers of disadvantaged students are staying into the school's Sixth Form to pursue L3 courses. EEF link: Mentoring	1

and postA Level pathways. Follow-up interviews are provided for disadvantage students in KS4/5		
Self worth of disadvantaged students is measured through the PASS test in years 7,10,11.	Internal evidence shows improved engagement and sense of 'self-worth as a learner' in PASS surveys over time since this was introduced.	1, 3, 4
Regular monitoring and review of attendance and punctuality	School evidence shows that attendance and punctuality of disadvantaged students is below that of their non-disadvantaged peers. We have employed an EWO to work with families with oversight of attendance and punctuality under a member of the senior leadership team. This is also a priority for Tutors and Leaders of Learning this year.	1, 3, 4
Teaching positive behaviours for learning and engagement	Building positive relationships and using de-escalation strategies are a whole school focus. This work involves staff at all levels, being led through the tutor group programme.	1, 3, 4

Total budgeted cost: £136,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school action strategies were implemented across all areas with evidence of a mixed impact across our intended outcomes. This has led to a review of our priorities as outlined in this report.

Attainment and progress:
There were 18 disadvantaged students in a cohort of 249. The Progress 8 and Attainment 8 gap continue to show a gap between these students and their non-disadvantaged peers. For the 6 students in Y13, their 3LVA and average grade was slightly higher than those of their non-disadvantaged peers.

Attendance:
The overall attendance of disadvantaged students was 80.03% and that of their non-disadvantaged peers was 89.16%.

Curriculum:
All disadvantaged students complete our KS3 curriculum in every subject. There is a higher percentage of disadvantaged students studying a Modern Foreign Language at KS4 than their non-disadvantaged peers. All disadvantaged students complete a full set of qualifications at KS5 in line with their non-disadvantaged peers.

Enrichment:
Disadvantaged students in Y7 attended more enrichment opportunities than their non-disadvantaged peers. Disadvantaged students in other year groups attended slightly fewer enrichment opportunities.

Homework:
Disadvantaged students completed fewer homework tasks that their peers, with their non-disadvantaged peers on average completing a third more tasks than disadvantaged students.

Positive behaviour points:
Non-disadvantaged students achieved, on average, a lower number of positive behaviour points throughout the year. The comparison is 388 for disadvantaged against 466 for non-disadvantaged. This will include disadvantaged students whose attendance is significantly below that of their non-disadvantaged peers.

Securing next steps:
All disadvantaged students secured their next steps in line with their non-disadvantaged peers.