

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Magdalen College School
Pupils in school	1365
Proportion of disadvantaged pupils	6.7% (in current year)
Pupil premium allocation this academic year	£77, 605
Academic year or years covered by statement	2019-20
Publish date	December 2019
Review date	October 2020
Statement authorised by	Tom Hollis (Deputy Head)
Pupil premium lead	Deanna Davies (SENDCO & Head of Inclusion Faculty)
Governor lead	Colm Harte

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.82
Ebacc entry	14%
Attainment 8	33.71
Percentage of Grade 5+ in English and maths	21%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Attainment 8	45	August 2020
Percentage of Grade 4+ in English and maths	90	August 2020
Ebacc entry	30%+ of current Year 8 cohort DS students choose a Language GCSE	July 2020
Students able to access Level 3 courses Post-16 (at MCS or other providers)	70%	August 2020
Magdalen Diploma	Match percentage of Bronze (Yr 8) and Silver (Yr 9) diplomas for 'all students'	July 2020

## Curriculum and Teaching priorities for current academic year

Measure	Activity
Priority 1	Provide training to all teachers in the use of metacognitive approaches to enhance teaching further.
Priority 2	Ensure that the quality of schemes of work is high, with evidence of sequencing, resourcing, timescales, approaches to learning and historic links at KS3
Barriers to learning these priorities address	<p>Embedding metacognitive approaches in lessons will support all learners, and deliver greater gains for disadvantaged students who often struggle to see themselves as learners. Sharing the learning journey and processes will enable them to recognise and celebrate progress.</p> <p>Well-planned and resourced schemes of learning will aid disadvantaged students to know and remember more. Teachers will have greater awareness of key misconceptions where learning 'gaps' often occur</p>
Projected spending	£15,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Further develop the work of the Disadvantaged Students Learning Mentor in building aspiration, resilience and positive work-ethic in students
Priority 2	Continued use of reading intervention in years 7 and 8
Barriers to learning these priorities address	<p>Disadvantaged students have low 'self-worth' as learners (see PASS surveys) and are more vulnerable to 'giving up' or settling for less than their potential. Disadvantaged students are less able to address concerns or worries directly with teachers and the Learning Mentor has a strong track record as an effective advocate for them.</p> <p>Reading interventions in years 7 and 8 ensure that students close gaps between their reading and chronological ages which is key in helping them access the broad and balanced curriculum</p>
Projected spending	£25,605

## Wider strategies for current academic year

Measure	Activity
Priority 1	Support disadvantaged students engagement with the wider life of the school, and their own progress through full funding of the Extended Learning Programme, and the provision of 'Individual Academic Support Fund'
Priority 2	Develop pupils' preparedness for the world of work and support the improvement in attitudes through the Magdalen Diploma and careers provision
Barriers to learning these priorities address	<p>The work of the Learning Mentor also ensures that students engage in the wider aspects of school life including trips and visits. This supports their experience and increase of 'cultural capital'.</p> <p>Students are given money to spend on their learning priorities; engaging them in decisions about resources and support</p> <p>Students have little experience of the world or work, or the skills required to excel in it. The Magdalen Diploma provides a skill-based framework for the students to develop and reflect on their skills. CIAGS provision is key in raising aspirations and ensuring disadvantaged students have support in their next steps</p>
Projected spending	£27,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Curriculum and Teaching	<p>Limited training time for teachers. The pressure of other initiatives restricts colleagues in putting training into practice.</p> <p>Reviewing curriculum plans and schemes of learning plus resources is a sizeable task requiring 'new' expertise in</p>	<p>Metacognition training planned through the year at key points. Monitoring (lesson dips and observations) allow opportunities to assess development of metacognitive approaches in classrooms.</p> <p>Leadership focus on key developments and maintain this key theme for all teachers' development in 2019-20</p> <p>Curriculum planning is a feature of all Faculty Improvement Plans. Meetings with SLT are in place to evaluate progress and provide support.</p>

	some cases. Progress may slow as a result.	Sustained focus on the importance of 'key concepts' or misconceptions to help all teachers spot potential 'gaps'
Targeted support	<p>We are reliant on one full-time Disadvantaged Students Learning Mentor whose work is sometimes spread thinly, which makes it harder to impact on individuals or groups of students.</p> <p>Our reading interventions require highly effective and skilful appreciation of the level of need and skilled teaching.</p>	<p>Integrating the work of the DS Learning Mentor with colleagues in the Inclusion Faculty (e.g. Behaviour Learning Mentor and SENDCO), and beyond (including Pastoral Support Assistants and Leaders of Learning)</p> <p>Our specialist Literacy HLTA has extensive experience with a range of intervention methods and approaches. A number of the LSA team (and the SENDCO, and many teachers of English) have been trained to understand the 'Ruth Miskin' approaches and can provide support for groups or for those returning to mainstream lessons</p>
Wider strategies	<p>Students (and parents) may wish to 'opt-out' of some aspects of the extended learning programme, especially residential/ trips abroad</p> <p>Students may be unaware of what they need to help them improve in school and so support funds may not be used or valued by them</p> <p>Students aspirations or confidence may be low, resulting in them not acting on careers advice, or achieving the participation elements of the Diploma</p>	<p>Contacting parents and students to let them know what is paid for supports buy-in. Sharing experiences from students in older years has benefits. Staffing trips with colleagues familiar to the cohort wherever possible.</p> <p>Termly 1-to-1 meetings with Learning Mentor help to review progress and advise on sources of help. Students have access to funds to support their learning. Staff aware and can make recommendations</p> <p>Sharing of careers interview information with tutors via Go4Schools. Prioritisation of disadvantaged students by CIAGS lead. Leaders of Learning to closely monitor and support these students achieving the Diploma, providing specific opportunities for participation where needed</p>

## Review: last year's aims and outcomes

Aim	Outcome
<p>No disadvantaged student in Year 7 or Year 8 will have a reading age lower than their chronological age. Data from NGRT and Ruth Miskin Fresh Start assessments</p>	<p>2018-19 Literacy Programme            Y7 – Using the NGRT assessment – 14/19 had reading ages above their chronological age - 5 were identified as having a lower Reading Age compared to their chronological age – they started the Fresh Start programme in January 2019. By the end of Year 7 16/19 DS had reading age at or above their chronological. Of the three below; two students were within a year of their actual age and the remaining student was 13 months from their actual age and remains on a literacy intervention in Y8            Y8 (2018/19) – of the 27 DS 14 had a reading age below their chronological age and piloted the new Fresh Start programme. At the end of the intervention four made progress but only one managed to increase their reading age to their actual age using the NGRT reading assessment, all made progress and engaged with the resources, moving through the scheme as expected. 10 students whose reading age was still below their chronological age are now working on Power-up on-line programme.</p>
<p>Disadvantaged students benefit from high-quality teaching that meets their needs in each classroom preventing the appearance or growth of gaps in learning compared with their statistical peers.</p>	<p>Lesson dips are happening by HOFs and SLT. Information shared with DHT.            Training for Meeting needs of Individuals took place 2018-19 delivered by NASEN to a cross section of the school staff.            DHD and Learning Mentor for DS shares information weekly in Bulletin re individual students and backed up with resources on meeting needs of individuals eg Processing Speed/ supporting students with ADHD. Training by DHD on Disadvantaged, ADHD and Girls with ASD in March 2019            Meeting the needs of individuals is monitored and reviewed as one of the 5 elements of our school approach to Teaching &amp; Learning. Heads of Faculty and Senior Staff review provision twice a year and identify best practice, and areas for growth, development and improvement.</p>

<p>Disadvantaged students' self-worth as learners increases – measured through PASS surveys and other internal data</p>	<p>Weekly line management of DS Learning Mentor – individual cases discussed and mini action plans in place and reviewed weekly. All interactions with students are logged on Provision Map and/or Go depending on what type of meeting – eg termly meeting summarised on GO to enable parents and staff to be updated on needs discussed and actions to be taken.</p> <p>Follow-up PASS test planned for current Y8 at end of the year July 2020.</p> <p>PASS for 2019-2020- surveys conducted with Y7, 10 and 11 in term 1 – to be repeated in July 2020/21.</p> <p>Learning Mentor prioritising students with low PASS scores providing additional support in individual sessions. Updates on individual students are shared in weekly Bulletin.</p>
<p>Personalised curriculum access programmes in place for identified students, measured through attendance, qualification entries and achievement</p>	<p>Students with low PASS scores have regular support. Personalised programmes are offered for a few KS4 students depending on their individual needs. The Learning Mentor prioritising study support and preparation for exams and post-16 options. All Y11 Disadvantaged Students meet with SLT and Learning Mentor ensuring post Y11 options are prioritised and CIAGS available to all Y11. All Y10 DS have a CIAGS meeting. A dedicated Homework Club is available for KS4 on a Monday and KS3/4 3 other afternoons.</p>