

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	Magdalen College School
Number of pupils in school	1433 (1198 in Yrs 7-11)
Proportion (%) of pupil premium eligible pupils	10.9% (Yrs 7-11)
Academic years that our current pupil premium strategy plan covers	2021-2022 – 2023-2024
Date this statement was published	19 th December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Tom Hollis, Deputy Headteacher
Pupil premium leads	Deanna Davies, Head of Inclusion, SENCO; Katy Lilley
Governor / Trustee lead	Colm Harte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,380
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£106,380

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 in respect for ourselves and for others:

- Everyone is expected to show *manners and kindness* to one another, and to value *individuals' differences*.
- Everyone has a right to work *without interruption and to feel safe*
- Everyone is encouraged to take *pride* in hard work and achievement

Our aspiration is for our disadvantaged students to be performing in-line with the peers in terms of:

- Attainment and progress at GCSE and A Level
- Attendance at school and in lessons
- Access to the full breadth of the curriculum
- Engagement with the Enrichment programme
- Homework and online learning completion
- Positive behaviour points
- 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 Disadvantaged Students Learning Mentor

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 Reading Ages are below chronological ages on entry to the school– resulting in greater barriers to access the breadth and depth of the curriculum
4	Parents and carers of disadvantaged students are under greater pressure, both financial and time, than others. This results in lower levels of communication from parents/carers about concerns and to students risking missing out on opportunities

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 – 'in line with peers'	Success criteria
A) Attainment and progress at GCSE and A Level	GCSE: Attainment 8 is in-line with, or better than, 'others' in school. Progress 8 is above 0 for disadvantaged students A Level: L3VA is in-line with, or better than, 'others' in school
B) Attendance at school and in lessons	Attendance at least 96% for disadvantaged students
C) Access to the full breadth of the curriculum	KS3: All disadvantaged students complete KS3 curriculum in every subject KS4: Numbers of disadvantaged students taking a Modern Language at GCSE is in-

	<p>line with, or higher than, 'others' in each year group cohort.</p> <p>No disadvantaged student who is not on the DSEN register is allocated to the Study Support option</p> <p>KS5: All disadvantaged students complete 3 Level 3 courses and the EPQ</p>
D) Engagement with the Enrichment programme	Levels of attendance at after-school Enrichment are in-line or higher for disadvantaged students
E) Homework and online learning completion	<p>All homework is completed by all disadvantaged students using Go4Schools and other online tools.</p> <p>Disadvantaged students access online tutoring and self-study materials according to personal learning plans</p>
F) Positive behaviour points	Disadvantaged students are in-line or exceeding 'others' on average total positives in every year group
G) 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Teaching staff engaged in developing expertise in one of three areas: Explanations & Questioning; Pupil Motivation & High Expectations; Embedding Learning	All three areas are well-documented in educational research as beneficial to all learners. Programmes are engaging with educational research and using a coaching methodology to develop practice in all classrooms and subjects. Opportunities exist through the Oxford Deanery for further action research looking at impact on disadvantaged students in particular. EEF link: Metacognition & Self-regulation; Feedback; Mastery Learning; Homework	1
Development of leadership roles as 'research leads' and 'coaches'	Colleagues following new NPQ level qualifications with evidence-led curriculums. Increasing the capacity in school to evaluate impact of provision and overcome barriers to disadvantage	1
Whole school teaching priority on 'Quality First Teaching' approaches to meet needs of individuals within lessons	EEF toolkit and broad range of evidence-based approaches and studies.	1,3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading – Ruth Miskin Fresh Start: disadvantaged students are prioritised for	Wide-range of evidence from Ruth Miskin and DFE-funded evaluations that this approach benefits students improving reading comprehension. In-	1,3

access to this taught intervention in Year 7 and in subsequent years, based upon impact data.	school evidence of positive impact over the last 3 years when students are present in-school. EEF link: Phonics & Reading Comprehension Strategies	
Reading – Lexia online programmes: Disadvantaged students are prioritised for this targeted invention to consolidate reading comprehension and skills	Confidence and competence in reading are key skills in accessing the whole curriculum and feeling confident as a learner. Lexia assessments provide evidence of impact and progression for individuals at MCS over time EEF link: Phonics & Reading Comprehension Strategies	1, 3
Reading Project (all KS3 English) – additional focus from English class teachers on reading breadth of disadvantaged students	Supporting the accumulation of knowledge in the academic curriculum through guided reading of texts related to areas of study in KS3 English. Vocabulary develops as a result of wider reading and discussion of texts and ideas. Evidence link: development of schema and links to English Faculty Medium-term plans.	1, 3
Online Tutoring – access to individual and group tuition in key subjects to support closing gaps from pandemic disruption. Specific focus on English and Maths 1:1 tuition for GCSE	Evidence of benefits from individual and small-group tuition are clear from research. Use of DFE approved provider and links to class teachers. EEF link: Individual instruction; Small group tuition; One-to-one tuition; Extending school time	1, 2, 3
Online Learning Packages – available to all, with bespoke packages set out for disadvantaged students (Massolit, MyMaths, Oak National Academy, BBC Bitesize, MCS Google Classrooms / Class Notebooks / SharePoint)	Providing students with extra resources and time to study embeds the learning from the school day. Students make greater benefits from a structured approach which is more possible with increased skills for students and staff following pandemic remote learning. EEF link: Extending school time; Homework	1,2
Online Learning training – for disadvantaged students and parents	In-school evidence demonstrates that students without skills and confidence to organise their learning online, and without relevant support/expertise at home, make less use of online learning. Staged support and monitoring of engagement/outcomes is essential in ensuring longer-term adoption of online learning skills.	1,2

	EEF link: Extending school time; Homework	
English & Maths Booster approach: class teachers provide specific guidance, teaching and support work (including online) to students in Year 11 from January to May	Individual needs can be supported with well-directed input and review tasks, especially using online approaches. Increasing the link between need and input from 1:1 tutoring will have greater benefit. EEF: Extending school time; Homework	1

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

Budgeted cost: £ 40,000

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.	1,4
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	2,4
Mentor support – every disadvantaged student has a twice a year meeting with DS Learning Mentor. Relationships build over	Mentoring provides individual support and guidance for each disadvantaged student in addition to managing aspects of provision including being encouraged to take agency for their purchases. Internal evidence of attendance at	1,2,4

time with student and with parents/carers	<p>mentor meetings shows significant improvement over time. Relationships with students and parents have been further strengthened through contact with the DSLM as key point of help and support.</p> <p>PASS assessments, as a measurement tool, are used as evidence to evaluate the impact of the DSLM's work and are used to inform student discussions providing evidence of development and impact of strategies.</p> <p>EEF link: Mentoring; Behaviour interventions (for some)</p>	
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 and post-A Level pathways. Follow-up interviews are provided for disadvantage students in KS4/5.	<p>School evidence shows no disadvantaged student has become 'NEET' since the provision of these careers interviews. Outcomes link into DSLM meetings (see above).</p> <p>Increasing numbers of disadvantaged students are staying into the school's Sixth Form to pursue L3 courses.</p> <p>EEF link: Mentoring</p>	1,4
Parental advocacy – DSLM makes contact with parents of all disadvantaged students. Pastoral Support Assistants and Leaders of Learning make proactive contact at key points (starts of year, parents evenings, transition points etc).	<p>Internal evidence demonstrates strong relationships between school and home. Communication and engagement is a priority with disadvantaged students/parents at the start of the academic year, at key points in the academic diary and with the pastoral team.</p> <p>EEF link: Parental engagement</p>	1,4
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.	1,4

Total budgeted cost: £ 110,000

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 2021 to 2022 academic year.

The school action strategies were implemented across all tiers with evidence of a mixed impact as we continue to move towards our end-of-strategy goals.

The 2022 gap to 'others' at Attainment 8 is wider than pre-pandemic, and the Progress 8 score for disadvantaged students is well-below 0. Performance in English and Maths GCSE was very low for disadvantaged students; this is a high priority to address.

At A level, disadvantaged students have exceeded their peers' achievement.

'Next steps' for disadvantaged students were secure with all disadvantaged students moving onto further education and training. However, low attainment in English and Maths has restricted access to Level 3 courses.

Our disadvantaged students in KS3 were all taught their full breadth of curriculum, and the proportion of students in the current Year 9 cohort taking up a language for GCSE was slightly higher for our disadvantaged learners (42% compared with 36% of others). Post 16 the curriculum offer ensures that all disadvantaged students are enrolled in 3 Level 3 courses and the EPQ.

Post-pandemic Attendance is not yet back to pre-pandemic levels across the whole school, and disadvantaged students were present for 86.44% of possible sessions, compared with 89.22% for their peers.

Leaders continue to monitor take-up by disadvantaged students of enrichment activities. All disadvantaged pupils in Years 7 to 11 have access to IT devices to support their learning. The next years of the strategy will ensure our disadvantaged students actively engagement with these opportunities.

The strategy to develop teaching and learning across the school has ensured that staff are equipped to use a wide range of strategies to support the learner using Quality First Teaching. Developing further the strategies to ensure that individuals' needs are met remains a priority.

Pupil premium funding was used to provide wellbeing support for all students, and targeted interventions where required.

This three-year strategy is understood by key stakeholders but there is a clear need to increase the pace of impact for students. A Steering Group has been established of key school leaders who share responsibility for aspects of the strategy. This group will monitor against intended outcomes and in-year actions.