



Founded 1548

MAGDALEN COLLEGE SCHOOL

Pupil premium strategy statement: secondary schools

1. Summary information					
School	Magdalen College School, Brackley				
Academic Year	2018-2021	Total PP budget	£88,825 (in 2018/19)	Date of most recent PP Review	n/a
Total number of pupils	1309 (inc 198 in Sixth Form)	Number of pupils eligible for PP	124 (inc 12 in Sixth Form)	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average	-0.6 (+0.22)	+0.13 (2018)
Attainment 8 score average	36.29 (48.30)	Tba
Narrative: This plan picks up the core themes from the interim 2017-18 plan and seeks to embed them in the core practice of the school. The aim is reduce disadvantage consistently over time rather than relying on intervention in Years 10 and 11		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower literacy (reading and vocabulary) than peers

B.	Where gaps in achievement or progress appear these students are less able to catch up than their peers	
C.	Students have low self-esteem/value in themselves as learners and the potential benefits of education	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance or engagement as a result of embedded physical and/or mental health issues result in reduced curriculum access for some disadvantaged students	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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	Increasing numbers of disadvantaged students achieve their chronological age with their reading age by the end of Year 8.
B.	Disadvantaged students benefit from high-quality teaching that meets their needs in each classroom, preventing the appearance of growth of gaps in learning compared with their statistical peers. Measured through 'on-track for' grades; summative assessments, and exam outcomes.	Disadvantaged students increasingly keep pace with their statistical peers, reducing the achievement gap to zero over time
C.	Disadvantaged students' self-worth as learners increases – measured through PASS surveys and other data (e.g. On-track for, assessment scores, attendance, behaviour)	Increase in PASS scores as identified at baseline Student data improves in other areas over time Students motivated and engaged with learning and their future
D.	Personalised curriculum access programmes in place for identified students, measured through attendance, qualification entries and achievement	All students achieve valuable outcomes for them ensuring they secure their next step in education, employment or training

Appendices to this Strategy Statement

- Disadvantaged Students Charter
- Disadvantaged Students Learning Mentor Provision Menu
- Extended Learning Costings 2018-19
- Individual Academic Support Fund 2018-19 outline

5. Planned expenditure

Academic year **2018/19 (first of 3 planned for these approaches)**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged students benefit from high-quality teaching that meets their needs in each classroom, preventing the appearance of growth of gaps in learning compared with their statistical peers. Measured through 'on-track for' grades; summative assessments, and exam outcomes.	Embedded high quality of teaching for all as described in 'meeting the needs of individuals' within the school Teaching & Learning Policy	Success in school of 'Raising Achievement Strategies 2017-18' which are now subsumed into revised policy. Attention to individuals by subject staff pays greatest dividends in promoting their progress and ensuring they receive subject-specific feedback and support	Weekly lesson dips by SLT and HOFs Observations – HOFs Access to Meeting the Needs of Individuals Professional Learning programme – via appraisal review High quality information available to class teachers to assist planning and teaching – DHD via bulletins, TH/AR via Go4Schools	WHJ / HOFs	T&L Reviews: Nov 2018 June 2019 Appraisal reviews: Feb 2019 October 2019
Disadvantaged students benefit from high-quality teaching that meets their needs in each classroom, preventing the appearance of growth of gaps in learning compared with their statistical peers. Measured through 'on-track for' grades; summative assessments, and exam outcomes.	Accurate assessment of student knowledge and understanding leads to pertinent and accurate feedback and teaching changes in line with school Teaching & Learning Policy	Success in school of 'Raising Achievement Strategies 2017-18' which are now subsumed into revised policy. Links in school evaluation to the importance of accurate, conservative assessment in raising achievement Feedback / adjustments to teaching key high-impact activities which make assessment valuable	Weekly lesson dips by SLT and HOFs Subject 'Summative Assessment Review Process' - HOFs Observations – HOFs Access to Assessment Professional Learning programme – via appraisal review Link meeting scrutiny/review – HOFs and TH	WHJ / TH / HOFs	Fortnightly TH with HOFs T&L Reviews as above Appraisal reviews as above

Total budgeted cost	£11,400
----------------------------	---------

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Provision of Ruth Miskin 'Fresh Start' literacy intervention programme in Year 7 and 8.	Nationally recognised programme with strong resources, training and network support available to the school via SWAN network SSIF bid (2018)	<p>Initial screening for Year 7 in November annually to identify all students in need of catch-up (cross-referenced with KS2 and CAT data).</p> <p>DS students prioritised and fast-tracked where appropriate for intervention programme 1 (20 weeks). Follow-up with Ruth Miskin diagnostic</p> <p>20 week phase 1 runs from January to end of Year 7 with interim assessments to July. Follow-up phase 2 capacity where needed from Sept of Year 8 (up to further 20 weeks)</p> <p>Regular scrutiny of attendance, coverage, assessments and progress</p> <p>Lesson dips and observation approach embedded in intervention practice as for lessons Provision of Ruth Miskin official materials</p> <p>Evaluation of impact via provision map and reporting at PR points to SENCO</p>	<p>MU DHD</p> <p>Support from TH / AR re data analysis and evaluation</p>	<p>Nov 2018 – Yr 7 NGRT analysis</p> <p>Dec 2018 – Yr 8 cohort end of provision NGRT assessment and analysis</p> <p>PR2 check-in (March 2019)</p> <p>PR3 review/end of provision test and evaluation (July 2019)</p>

<p>Disadvantaged students' self-worth as learners increases – measured through PASS surveys and other data (e.g. On-track for, assessment scores, attendance, behaviour)</p>	<p>Provision of PASS (Pupil Attitude to Self and School Surveys) to identify student perceptions</p> <p>Use PASS scores and outcomes to identify cohorts for intervention / support and to assess progress along with other measures</p> <p>Intervention/support programmes led by Disadvantaged Students Learning Mentor (see appendix)</p> <p>Sharing diagnosis and support approaches with parents/carers, forming positive relationships with the school</p>	<p>Evidence of impact in schools across the county (see GL Assessment evaluations)</p> <p>Evidence in school in last academic year (2017-18) of value of PASS data in identifying otherwise ephemeral barriers to learning and measuring some impact from support/intervention</p> <p>In school evidence of positive impact of Learning Mentor in addressing attitudes of disengaged disadvantaged students and supporting improved outcomes on a number of fronts</p>	<p>Weekly line management of Learning Mentor by DHD</p> <p>Analysis of PASS surveys with support from Data Manager/DHT</p> <p>Ongoing record of interventions /discussions /support /parent engagement provided using Provision Map and Go4Schools records</p> <p>Ensure information shared with Tutors, LoLs and other staff to support individuals</p> <p>Key review points with specific programmes and at PR points to consider all data sources</p> <p>Retesting available on biannual basis to check on impact</p>	<p>KA DHD</p> <p>Support from AR/TH</p>	<p>PASS results Yr 7 & 11 – Nov 2019</p> <p>PR1 – Dec 2018 PR2 – March 2019</p> <p>PASS results 8-11 plus any yr 7 catch ups</p> <p>PR3 – July 2019</p>
--	--	--	--	---	---

<p>Personalised curriculum access programmes in place for identified students, measured through attendance, qualification entries and achievement</p>	<p>Programmes provided and led by Outreach Learning Mentor:</p> <ul style="list-style-type: none"> • Home tutoring • Return to school flexible programme • Reduced timetable/ curriculum access time <p>School programmes:</p> <ul style="list-style-type: none"> • Functional Skills option <p>External programmes:</p> <ul style="list-style-type: none"> • Regular work experience • Extended work placement • Off-site specialist provision 	<p>In-school evidence of impact for vulnerable students over the last 4 years reaching the next stage of their education as a result of support:</p> <p>Health conditions (physical, mental and emotional) managed in a manner that reduces the potential negative impact on student outcomes and next steps</p> <p>Additional support for English, Maths and 'workplace' skills including ICT. Space in the curriculum to support additional needs and/or capacity</p> <p>High level students, at risk of permanent exclusion and/or very low attendance supported in finding success in a different sphere and securing both positive next steps and as many qualifications as possible.</p>	<p>Weekly line management of Learning Mentor by DHD</p> <p>ALL provisions reviewed formally at least 3 times a year (PR points), preferably with mid-points also</p> <p>Liaison with outside agencies as required – especially Hospital and Outreach, CAMHS etc</p> <p>Clear programme of study published for Functional Skills option time. Input from ICT specialists in 2018-19. Provision of MathsWatch/MyMaths online packages, and texts for English Lit./ identified revision.</p> <p>Work Experience checks, visits and weekly communication with placement. Monitoring of behaviour and attendance data Maintaining links with parents and school – exam entries and prep etc</p>	<p>DHD HTP</p>	<p>PR1 – Dec 2018 PR2 – March 2019 PR3 – July 2019</p> <p>And mid-point reviews in: November 2018 Feb 2019 May 2019</p>
Total budgeted cost					£53,300

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged students benefit from high-quality teaching that meets their needs in each classroom, preventing the appearance of growth of gaps in learning compared with their statistical peers. Measured through 'on-track for' grades; summative assessments, and exam outcomes.	Individual academic support fund for each disadvantaged learner to ensure they have access to materials that might otherwise be provided by home	Year on year there are requests to support disadvantaged students with equipment and / or revision materials. It is difficult to plan this strategically and to measure the impact. Individual students are more likely to feel isolated or left out of the education process if they lack resources or are aware of what others have. A small individual support fund allows us to identify and meet the needs most important to them.	Clearly identified level of discretionary funding for each student agreed at start of November each year (allows for checking Year 7 numbers). Clear communication with parents and students Spreadsheet record kept up to date Materials funded are only those purchased through the school – either via Library 'shop' or ordered through Finance team All orders signed off by student, parent and KA. Update through Learning Mentor interview/ catch-up reviews biannually	KA DHD	Monthly finance statements Strategic panels – December 2018 April 2019 July 2019
Disadvantaged students' self-worth as learners increases – measured through PASS surveys and other data (e.g. On-track for, assessment scores, attendance, behaviour)	Funding provided to ensure all disadvantaged students have full access to the Extended Learning Programme, and particularly those elements involving experiences out of school	Negative perceptions of school and the value of education shown up in PASS surveys (and potential non-engagement in Extended Learning) are signifiers of poor mental health and likely reduced success. Essential to make certain disadvantaged students have full access to enriching and broadening elements of the curriculum.	Budget-planning for level of offer available to categories of disadvantaged students at start of year. Parents/carers contacted early in process and students encouraged to take part. Tracking of sign-up, support with paperwork etc Liaison between DHD/KA and trip leaders	DHD	Nov 2019 – plan Pre & Post ELD days Strategic panels – December 2018 April 2019 July 2019
Personalised curriculum access programmes in place for identified students, measured through attendance, qualification entries and achievement	Early intervention and contact from Outreach Learning Mentor once 2 consecutive days absence occurs	Year on year experience of success in school reducing the number of embedded cases – proactive work rather than reactive. Builds initial contact and relationship with Outreach Learning Mentor in case of future attendance barriers	Monitoring via Student Services and Inclusion teams Attendance management processes etc	HTP DHD SD	Disadvantaged Panel Reviews – Feb & September PR points
ALL detailed in Section 4	Disadvantaged Strategy Panel – regular formal reviews	Impact seen in school of strategic evaluation to draw together evidence of provision and impact with sufficient time to act in between. Approval needed for significant curriculum decisions	Format of report(s) from different lines of this plan agreed Standard agenda leads to actions for range of stakeholders Report to DS Governor (potential visit to observe meeting)	TH	Mid –year appraisal (Feb 2019) Exam Review (Sept 2019) Appraisal (Oct 2019)

Total budgeted cost	£25,100
----------------------------	---------

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged students in Year 11 diminish achievement gap, and those in Years 10 and 9 diminish gap further	Common 'Raising Achievement Strategies' shared amongst all teachers	<p>Raising Achievement Strategies as shared and delivered to Yr 11 in 2017-18 resulted in improvement of P8 headline score in the region of +0.2.</p> <p>For disadvantaged students there was a similar headline improvement of 0.2 to -0.6. Once 1 statistical outlier is removed from the DS figure, the overall gap has closed by 0.3 as the DS figure is -0.3</p> <p>Tracking at the end of Year 10 shows a gap of around -0.8, and in Year 9 -0.5. The Year 10 gap is similar to the starting point for 2018.</p> <p>Evidence of tracking point to point shows similar improvement over the year for DS as a cohort compared to All. The whole year group made good strides forward over time.</p>	Effective strategies focused on work in classrooms and allowing teachers time to make a difference, not chasing immediate changes to tracking data etc.	£35,000
Disadvantaged students in Year 11 diminish achievement gap, and those in Years 10 and 9 diminish gap further	Development of quality of teaching through programme of Professional Learning	Very hard to measure impact in interim year of Professional Learning programme although impact is seen in year and strategies shared	Ensure careful consideration given to mapping impact from Professional Learning on small but important cohort of students	

No disadvantaged student in Year 7 or Year 8 will have a reading age lower than their chronological age	English faculty focus on common reading comprehension homeworks with follow-up checks and quizzes	No measured impact on Reading Age as of September 2018. Follow-up testing to tie in with Ruth Miskin project	Need to plan carefully and thoughtfully the expected impact against testing methodology	
---	---	--	---	--

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged students in Year 11 diminish achievement gap, and those in Years 10 and 9 diminish gap further	Individual Improvement Plans for students in key subjects in year 11	See above re headline figures. Success clear for students supported in reintegrating after significant absence, and in those supported by DS Learning mentor following her appointment Subject impact more effective given time rather than scrutiny	More focused use of Functional Skills time for DS students Earlier intervention and support from DS Learning Mentor Less frequent 'checking' allowed more time to build confidence, relationships and have impact	£40,000
Disadvantaged students in Year 11 diminish achievement gap, and those in Years 10 and 9 diminish gap further	Academic mentoring groups for Year 10 and 9 students performing below their peers	Minimal at this point – under review in 2018-19	Needs to be more systematic – see SLT interviews plan, and to link with Learning Mentor/others to sustain improvement	
Disadvantaged students in Year 11 diminish achievement gap, and those in Years 10 and 9 diminish gap further	Review of curriculum for most 'at risk' students in KS4 to allow additional time for: work experience, literacy intervention	Students with Functional Skills/Outreach mentor support had different curriculum diet which supported them in securing next steps in learning	Proactive approach to other provision including work experience was effective for some non-DS individuals. Prioritise most at-risk DS students for this possibility earlier rather than waiting for crisis points	
No disadvantaged student in Year 7 or Year 8 will have a reading age lower than their chronological age	In-house provision of Literacy intervention programmes including Lexia and range of HLTA-led activities	Evaluation of impact in place – some students made progress prior to change of approach with SSIF project/Ruth Miskin	Need to ensure that intervention and progress are closely monitored and evaluated for all students	

No disadvantaged student in Year 7 or Year 8 will have a reading age lower than their chronological age	Intervention groups launched using 'Fresh Start' programme for Low Reading Age disadvantaged students	Groups launched following extensive training for English and Inclusion staff. Initial evaluation showed progress for some students	Maintain and continue as above Some issues may arise about capacity for the numbers needing support	
Disadvantaged students in Years 7 to 10 who have been persistent absentees in previous years receive individual support which is improving attendance	Pastoral interventions planned and piloted in Terms 5 and 6 to boost confidence, perception of self as learner, and attitudes to attendance	Short window to see impact of these interventions. Difficult to pull apart from other attendance management processes	Approach to be increasingly systematic, including identification of need, intervention and impact assessment/evaluation. Link to development of Provision Map/impact checks	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
No disadvantaged student in Year 7 or Year 8 will have a reading age lower than their chronological age	NGRT / NGST assessments completed and used to identify students at greatest need of intervention, and to measure impact	All teaching staff have access to Reading Age for these (and all other) students. Ability to prioritise from this data those most in need of literacy intervention, and to promote disadvantaged students within the group to get help first	Staff found information interesting/ somewhat useful. Need to highlight this more to all staff – action for 2018/19 and make use of NGRT systematic for all cohort, and consider 'catch ups' and reviews	£10,000
Disadvantaged students in Years 7 to 10 who have been persistent absentees in previous years receive individual support which is improving attendance	Provision of PASS assessment for all disadvantaged students in Years 7-10 to identify	PASS helped to identify underlying issues and attitudes. Improved staff knowledge and diagnosis of barrier and need	Ensure information is shared effectively – with LoL and Form Tutor, plus accessible to class teachers. Use Inclusion bulletin and Go4Schools capacity to increase spread and impact	
ALL	Development of 'disadvantaged students charter' with whole staff to review, identify and share the core values and principles that guide our work to 'actively	Underlying attitudes and beliefs held by some staff were challenged and pushed to change. Clarity for all staff about the importance of minimising disadvantage for these students	Very valuable to give time to address underpinning values with all teachers. Need to revisit and keep the charter 'live'	