

Pupil premium strategy statement

School overview

Metric	Data
School name	Magdalen College School
Pupils in school	1405
Proportion of disadvantaged pupils	10.53 %
Pupil premium allocation this academic year	£124,000
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	October 2021
Statement authorised by	Tom Hollis & Hilary Tudor-Price (Deputy Headteachers)
Pupil premium lead	Deanna Davies (SENDCO & Head of Inclusion Faculty)
Governor lead	Colm Harte

Disadvantaged pupil performance overview for last academic year

Progress 8	n/a
Ebacc entry (from Year 8 options 2020)	29.2
Attainment 8	n/a
Percentage of Grade 5+ in English and maths	n/a

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Attainment 8	45	August 2021
Percentage of Grade 4+ in English and maths	81	August 2021
Ebacc entry	40%+ of current Year 8 cohort DS students choose a Language GCSE	July 2021
Students able to access Level 3 courses Post-16 (at MCS or other providers)	70%	August 2021
Magdalen Diploma	Match percentage of Bronze (Yr 8) and Silver (Yr 9) diplomas for 'all students'	July 2021

Curriculum and Teaching priorities for current academic year

Measure	Activity
Priority 1	Implementation of new assessment policy and impact on students
Priority 2	Ensuring every disadvantaged student has the hardware to access work online from home, and the capacity to operate within the commonly used platforms (Go4Schools, GSuite, Office365)
Barriers to learning these priorities address	<p>Students being able to make next steps in learning for themselves</p> <p>Written feedback to individuals relies on students' ability to decode and act, which is a barrier for some of our disadvantaged cohort in particular</p> <p>Homework is all set online along with remote learning during the Covid 19 pandemic. For students with no personal access this is less effective</p> <p>Some students and parents lack the skills to use the online tools efficiently to support learning</p>
Projected spending	£20,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Design, pilot, deliver and evaluate specific support interventions to boost disadvantaged students 'sense of self-worth as learner' (see PASS test descriptor)
Priority 2	Continued use of reading intervention in years 7 and 8
Barriers to learning these priorities address	<p>Lack of 'self-worth a learner' identified in PASS surveys</p> <p>Low reading cognition is a barrier across the curriculum</p>
Projected spending	£40,000

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 access to the Academic and Personal Development curriculums.</p> <p>Students are given money to spend on their learning priorities; engaging them in decisions about resources and support</p> <p>Students have limited 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. Our disadvantaged students often need additional encouragement to access advice and guidance, and then to act on it</p>
Projected spending	£20,000

Monitoring and implementation

Area	Challenge	Mitigating action
Curriculum and Teaching	<p>Effective assessment and feedback to students is likely to vary by subject. Disadvantaged students may find this more challenging to adapt to.</p> <p>Provision of devices needs supply and an accurate picture of current usage in the home. There may be barriers to overcome as experienced in the lockdown</p> <p>Student and parents confidence and competence with online systems may be low. Parents/Carers can quickly feel overwhelmed with new 'kit;</p>	<p>Heads of Faculty (HOFs) to lead the specifics of assessment approach in subjects and ensure that student response actions are 'modelled and taught' explicitly in the change.</p> <p>DSLIM to be involved in making contact and building relationships with parents/carers to support this new provision.</p> <p>Provision of training sessions for students on hardware and with software.</p> <p>Online support and helpline for parents/carers</p>

		Future development of parent workshops to support use of online tools (when possible in person)
Targeted support	<p>Identified 'lack of self-worth as learner' may have many triggers and needs evidence-led intervention to make change.</p> <p>Lockdown has had a greater impact on those students with lower reading competence. There is further to catch-up</p>	<p>Disadvantaged Students Learning Mentor taking an ARC (Achieving Resilience in Children) course run by the NCC Education Psychology Service to enhance working with DS. In-school support on implementation provided</p> <p>Y7 to have NGRT reading assessment term 2, students to be identified from the results and groups set up accordingly. Y8 students to continue with Power-Up online literacy intervention</p>
Wider strategies	<p>Tutor tracking of the diploma can be variable. DS can lack the motivation to achieve the diploma at a rapid rate, or the support from home.</p> <p>Opportunities are limited by the pandemic. DS are at risk from missing these opportunities</p> <p>Some disadvantaged students self-limit their future aspirations and perception of need for guidance/action</p>	<p>LoLs to work with tutors to review engagement with the diploma by disadvantaged students, half termly updates to be sent to AHT (Pastoral) for review. Use of Go4Schools markbook for tracking.</p> <p>Disadvantaged students to be positively encouraged / provided with opportunities to participate in events in order to ensure positive engagement and success to achieve extra-curricular and participation in the community strands.</p> <p>DSLMS to ensure that CIAGS interviews are part of 'entitlement' provision and are planned and reviewed in mentor sessions.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Provide training to all teachers in the use of metacognitive approaches to enhance teaching further.</p>	<p>Metacognitive approaches training was delivered to all teaching and support staff. Teachers began implementation in their own teaching. Review is ongoing within our development of teaching across faculties.</p> <p>The course had 2 sessions remaining that were cancelled due to C-19 pandemic.</p>
<p>Ensure that the quality of schemes of work is high, with evidence of sequencing, resourcing, timescales, approaches to learning and historic links at KS3</p>	<p>All subjects have reviewed and updated Long and Medium term plans during the 2019-20 academic year. Further development of the historic links framework is planned in the School Improvement Plan for 2020-21</p>
<p>Further develop the work of the Disadvantaged Students Learning Mentor in building aspiration, resilience and positive work-ethic in students</p>	<p>Pre-lockdown LM met termly with all students and concentrated on specific issues relating to year group and stage of education. The increased focus provided more tangible immediate guidance to students which gave the support greater value to them.</p> <p>Students were more confident in their relationship with the LM and the capacity that exists for support.</p> <p>During lockdown the LM made contact with students via telephone. This led to clear impact in subject, learning and wellbeing support. The role of the LM and students' value of this has increased as a result.</p>
<p>Continued use of reading intervention in years 7 and 8</p>	<p>Cohorts of students were identified in line with usual practice and gains demonstrated on the Fresh Start programme prior to lockdown.</p> <p>During lockdown the year 7 and 8 intervention groups were set work to complete at home with guidance and checking from school. This included use of an online resources which provided a structured, visible approach valued by</p>

	<p>students and parents. Data from this online provision shows good gains for Year 8 students, and some lower gains for Year 7.</p>
<p>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'</p>	<p>All disadvantaged students were supported in accessing the off-site provision with Extended Learning Days from September to February.</p> <p>Two-thirds of students made effective use of their academic support fund. Notable uptake was in Year 9 (starting GCSE level courses) and Year 11 (revision etc).</p>
<p>Develop pupils' preparedness for the world of work and support the improvement in attitudes through the Magdalen Diploma and careers provision</p>	<p>Student achievement of the Magdalen Diploma was impacted by the Covid 19 shutdown.</p> <p>All disadvantaged students in Year 10 and Year 11 were prioritised for a careers interview. Additionally, all disadvantaged students in other years that were referred by LoL or Inclusion Faculty received a careers interview.</p> <p>All disadvantaged students in Year 10 were taken to MCS Oxford for a science-specific day to hear from researchers.</p> <p>Disadvantaged students in the Sixth Form were provided with careers interviews.</p>