

Pupil premium strategy statement – Magdalen College School, Brackley

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	1408
Proportion (%) of pupil premium eligible pupils	11.29%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 – 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Abi Banks, Deputy Headteacher
Pupil premium lead	Deanna Davies, Head of Inclusion, SENCO Katy Lilley
Governor / Trustee lead	Colm Harte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137,400

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 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	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	<p>KS3: All disadvantaged students complete KS3 curriculum in every subject</p> <p>KS4: Numbers of disadvantaged students taking a Modern Language at GCSE is in- 4 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	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
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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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All teaching staff engaged in developing expertise in one of these six areas as part of a Hard Thinking framework: Structuring; Explaining; Questioning; Interacting; Embedding; Activating	<p>These six areas form part of the Model for Great Teaching which is a summary of the best available research evidence on the things teachers know, do and believe that has the biggest impact on student learning.</p> <p>Faculty Leaders leading on one aspect of Hard Thinking framework, through the use of Faculty Improvement Plans and use of faculty meeting time.</p> <p>https://evidencebased.education/Great Teaching Toolkit</p>	1
Development of leadership role and strategy group	A strategy group led by an experienced leader to use data to monitor and review the identified interventions, which includes guidance for teachers on how to best support disadvantaged students in the classroom.	1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading – Ruth Miskin Fresh Start: disadvantaged students are prioritised for access to this taught intervention in Year 7 and in subsequent years, based upon impact data.	Wide-range of evidence from Ruth Miskin and DFE-funded evaluations that this approach benefits students improving reading comprehension. In-school evidence of positive impact over the last 3 years when students are present in-school. EEF link: Phonics & Reading Comprehension Strategies	1, 3
Reading – Lexia online programmes: Disadvantaged students are prioritised for this	Confidence and competence in reading are key skills in accessing the whole curriculum and feeling confident as a learner. Lexia assessments provide evidence of	1, 3

targeted intervention to consolidate reading comprehension and skills	impact and progression for individuals at MCS over time EEF link: Phonics & Reading Comprehension Strategies	
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 7 EEF link: Extending school time; Homework	1, 2
Y11 strategy group	A group of leaders who will meet regularly to review current attainment, progress and attainment	1, 2, 3, 4

	of exam year group. Interventions and other relevant strategies will be put in place and monitored throughout the year.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

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 time with student and with parents/carers	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 mentor meetings shows significant improvement over time.	1, 2, 4

	Relationships with students and parents have been further strengthened through contact with the DSLM as key point of help and support. 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. EEF link: Mentoring; Behaviour interventions (for some)	
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	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, 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).	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. EEF link: Parental engagement	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: £138,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The pupil premium funding budget of £106,380 was spent on a range of academic, pastoral, wider curriculum and enhancement focus areas.

Intended Outcome A – Attainment and progress at GCSE and A level

The ambition was for A8 to be in-line with, or better than, 'others' in the school, and for P8 to above 0.

The ambition for A Level was for L3VA to be in-line with, or better than, 'others' in the school.

There were 21 disadvantaged students in a cohort of 205. The Attainment 8 gap has narrowed with the difference between disadvantaged students and 'others' being an average of a grade, which is half a grade smaller than in 2022. The Progress 9 score for disadvantaged students also remains well below 0, but the gap between disadvantaged students and 'others' has reduced by 0.3.

Outcomes in English and maths were much lower for disadvantaged students in comparison to 'others' and are below the average for the local authority and nationally. The gap between disadvantaged students and 'others' attaining a grade 5 or higher in English and Maths is 23%, with 20% of disadvantaged students securing a grade 5 or higher in both subjects. This is below the local authority and national figures for all students, which are 48% and 52%.

At A Level, the 3 disadvantaged students in Y13 have a VA score that is slightly lower than their peers. Their APS was slightly higher than their peers.

Contributory factors to achieving success included:

- **High quality teaching** in lessons that implements whole school teaching and learning priorities such as explanations & questioning, pupil motivation and high expectations, and embedding learning.
- **Development of leadership roles as research leads and coaches** through colleagues following NPQ qualifications in middle leadership, senior leadership, Leading teaching and Leading behaviour and culture.
- **Whole school teaching priority on "Quality First Teaching"** approaches to meet individual needs of students through the use of EEF toolkit.
- **Ruth Miskin Fresh Start reading programme** prioritised for DS in year 7 who are taught in small group, face to face lessons.
- **Lexia online reading programme** prioritised for DS in year 7 to consolidate reading comprehension and skills.
- **Online tutoring** for students in year 11 with specific focus on English and Maths GCSE 1:1.
- **Individual Academic fund** gave every student eligible for FSM, a personal budget of £50 to spend supporting their learning.
- **Mentor support** gave every student at least a twice yearly meeting with a designated Learning Mentor for individual support and guidance.

- **CIAGS interviews** were offered by SLT and an external career advisor to every student in Year 9, 11 and 13 in preparation for GCSE, A level and post A level pathways.
- **PASS Test** for every student in Year 7,10,11 measure self-worth of students and shared with staff to support planning and preparation of lesson planning and actions.

Intended Outcome B - Improved attendance

The ambition was for attendance to be above 96% for disadvantaged students.

During the academic year of 22-23 non-DS attendance in key stage 3 and 4 was 89% and DS attendance was 83%. Out of a cohort of 157 students, 56 students DS students had an attendance of 94%+. For those students whose attendance fell below 94%, a range of strategies were used to engage both students and parents. These strategies included conversations with the pastoral year group team offering support strategies to the students and parents in the first instance. A number of our DS students worked with the School Outreach Officer to improve their attendance. Other strategies included parental meetings, referrals to the Education Officer and work with outside agencies such as Strengthening Families and Social Services. This is an area for continued development.

Intended Outcome C – Access to the full breadth of the curriculum

The ambition was for all KS3 disadvantaged students to complete KS3 curriculum in every subject, and in KS4 the number of students taking MFL at GCSE is in line with or higher than “others” in each group cohort. No student who is not on the DSEN register is to be allocated to the study support.

All of our disadvantaged students in KS3 attend a complete KS3 curriculum in every subject. Year 7 students who score 85 or below in the NGRT test are prioritised with Ruth Miskin Fresh Start reading programme with small group, face to face lessons once a week to develop their reading comprehension and skills to enhance their access to a full curriculum.

KS4 students who are the DSEN register can be allocated study support, and our ambition has been met. There is no student without DSEN on study support. A success this year has been the number of KS4 students studying a language at GCSE in line with or higher than “others”. In our current year 9, 44/129 (20%) non-disadvantaged study a language compared to 10/33 (30%) of disadvantaged students study a language.

Intended Outcome D – Engagement with the Enrichment programme

The ambition was for levels of attendance at after-school enrichment are in line or higher for disadvantaged students.

Regular attendance to after school enrichment activities was higher for our disadvantaged students in Year 7 compared to their peers by 13%. As students join us from their primary schools, we focus on making connections with other and widening their community. Regular attendance for our disadvantaged students in Year 11 also exceeded the attendance of their peers. For the other years, regular attendance by non-disadvantaged students was higher by between 10-15%.

Intended Outcome E – Homework and online learning completion

The ambition was that all homework is completed by all DS using G4S or other online tools.

The average number of incomplete homework points logged for disadvantaged students was 5.9. The average number of incomplete homework points logged for 'others' was 4. This is an area that needs continued development.

Intended Outcome F – Positive behaviour points

The ambition was that DS are in line or exceeding “others” on average total positives in every year group

The average number of positive points logged for disadvantaged students is broadly in line with 'others'. The number is 248 compared to 257.

Intended Outcome G – Securing next steps in education or training at 16 or 18

The ambition was that every DS secures “next steps” at an appropriate level to continue their education in-line with their peers.

All disadvantaged students, with one exception, secured their next steps at an appropriate level to continue their education.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.