

Pupil premium strategy statement – Malet Lambert School

This statement details our school's use of pupil 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	1659
Proportion (%) of pupil premium eligible pupils	23%
Academic years that our current pupil premium strategy plan covers	2024 / 2025 to 2026 / 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Patrick Sprakes HT
Pupil premium lead	Paul Fortune DHT
Governor / Trustee lead	Jaime Pearce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£372,100

Part A: Pupil premium strategy plan

Statement of intent

Malet Lambert has the ambition that pupils from any background will, during their time with us achieve their full potential. They will have access to a broad, challenging and enriching curriculum. Pupils are encouraged to strive for an ambitious future and are provided with the tools, skills and knowledge to achieve this. Improving outcomes for disadvantaged pupils is at the heart of our school improvement work.

High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap. Our strategy recognises that high quality teaching is at the root of educational success for our disadvantaged and vulnerable pupils and, implicit in this document is the recognition that this is where the majority of our efforts are concentrated.

As a school we understand the importance of pupils having strong literacy and vocabulary skills. Without these essential skills, pupils will struggle to access the curriculum and wider life in general. We use diagnostic assessments to identify pupils in need of additional literacy support and tailor interventions to close any gaps.

We are committed to developing a deep understanding of the barriers that prevent our pupils, including our disadvantaged cohort, from making the progress they are capable of. From this point of understanding we will develop strategies that cater for the classroom approaches, targeted academic support and the wider needs of this cohort.

To ensure our Pupil Premium strategy remains targeted and effective, ongoing monitoring and evaluation is part of our School Improvement Plan.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils perform less well in external exams than non-disadvantaged pupils nationally.
2	Inconsistencies in effective teaching impact disadvantaged pupils more than other pupils. All pupils need to be able to access high quality teaching, in all subjects, and appropriate levels of challenge from subject specialists.
3	Disadvantaged pupils often have lower literacy levels – in terms of oracy, reading comprehension and vocabulary. Low reading ages and ability with extended writing having an impact across the full range of academic subjects.
4	Socio economic disadvantage including poverty, housing issues and a lack of appropriate space for completion of homework and revision. The IDACI (Income deprivation affecting children index) highlights Hull as having the 5th highest percentage of children living in an area of deprivation nationally. Areas within Malet Lamberts catchment contain neighbourhoods in the most deprived 10% nationally (IOD2019).
5	Low levels of academic self-concept amongst some disadvantaged pupils. This often manifests itself in low levels of engagement with learning, including higher levels of absenteeism and lower levels of attendance to P6 lessons and extra-curricular activities.
6	Where identified, low parental engagement which can lead to lower levels of ambition in pupils. This lack of parental engagement can mean it is challenging to develop an effective intervention strategy for disadvantaged pupils.
7	Patterns over previous years indicate that our disadvantaged pupils have higher rates of absence than our non-disadvantaged pupils. Disadvantaged pupils also make up a disproportionate number of our persistently absent pupils.

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
Improve Progress	Progress 8 in line with pupils nationally.
Improve Outcomes	The percentage of disadvantaged pupils achieving grades 4+ and 5+ in all subjects is in line or above pupils nationally.
Successful Destinations	No NEET pupils from the disadvantaged cohort. Pupils choose and access ambitious destinations.
Improve Reading Comprehension	Secondary reading age assessments demonstrate improvements in reading age; gap between disadvantaged and non-disadvantaged pupils continues to close.
Increase Attendance	Attendance for disadvantaged pupils is in line with the national average and the number of persistently absent pupils reduce.
Improve Well Being	Improved wellbeing will be evident via: Improved attendance Increased extra-curricular participation Pupil voice A reduction in average behaviour points for disadvantaged cohort
Improve Academic Engagement	This will be evident via: A reduction in the number of be ready sanctions Improved attendance to P6 lessons for Y11 Increased involvement of disadvantaged pupils with our extra-curricular provision
Improve engagement of parents and carers	Increased percentage of disadvantaged parents and carers attending school events and progress evenings.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 186,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Developing High Quality Teaching</u></p> <p>Improve the quality of teaching by ensuring staff have high levels of subject knowledge via teacher development meetings. Teachers delivering subjects outside their area of specialism will have half termly meetings to develop their domain specific knowledge.</p> <p>Improve the quality of teaching by implementing evidence informed whole school policies, including:</p> <p>Checking for understanding via effective questioning, including the use of cold calling.</p> <p>Improving pupil participation and think ratio via questioning and the use of mini white boards.</p> <p>Embedding retrieval practice into lessons to improve pupils' retention and recall of knowledge and skills.</p> <p>Improve the quality of teaching via increased teacher awareness of specific barriers to learning. These barriers and specific strategies, generic and pupil specific, are shared via staff briefings, pupil profiles and during whole school meetings.</p>	<p>High quality teaching is the most important factor when considering strategies to improve pupil progress.</p> <p>Teachers need to be aware of pupils specific needs, gaps in understanding and potential misconceptions.</p> <p>EEF Support for Schools</p> <p>EEF Guide to the Pupil Premium</p> <p>EEF Diagnostic Assessment</p>	<p>1, 2, 3</p>
<p><u>Develop Effective Assessment</u></p> <p>Continue to develop effective subject based assessment in KS3 and KS4 to identify gaps, misconceptions and to inform effective curriculum design and planning.</p>	<p>Identifying gaps in pupil knowledge and comprehension is vital if we are to address and fill these gaps.</p> <p>EEF Diagnostic Assessment</p>	<p>2, 3, 5</p>

<p>We use NGRT and NGST tests with Y7 pupils upon entry to Malet Lambert. These assessments help identify pupils with low reading ages, informing specific intervention programmes.</p>	<p>EEF Reading Comprehension</p>	
<p>Develop a programme of small group intervention, in Maths and English, specifically for pupils where assessments have highlighted areas of specific need.</p>	<p>EEF Small Group Tuition</p>	

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

Budgeted cost: £96,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Literacy Interventions & Support</u> Pupils identified via NGRT, NGST and CATS data as having a low reading age are enrolled on a literacy intervention programme, delivered by a qualified primary school teacher. Pupils with a reading age below 90 are re-tested at regular intervals.</p> <p>Teaching staff have regular CPD focusing on specific strategies to support pupils with low reading ages. This happens during sharing best practice briefings, whole school meetings and via pupil profiles.</p>	<p>High standards of reading and writing are vital if pupils are to access the curriculum. EEF Improving Literacy in Secondary Schools</p>	<p>1, 2, 3, 5</p>
<p><u>Y11 Targeted Intervention</u> Period 6 lessons, for identification of gaps and consolidation of learning, run from January through to May. These are targeted at specific pupils, based on mock outcomes and teacher predictions. Disadvantaged pupils have revision materials provided free of charge by Malet Lambert School. Additional staff capacity in Maths and English allows small group intervention during lessons. This is targeted at specific pupils in the 4/5 borderline area.</p>	<p>EEF Small Group Tuition</p> <p>EEF Supporting Revision</p>	<p>1, 3, 4, 6</p>

<p><u>Tutor Reading Programme</u> Year 7 and Year 8 tutors read to their forms twice a week. The evidence shows that pupils being read to is as effective as pupils reading themselves. This activity forms part of our wider strategy to develop a love of reading and to improve fluency. Reading books and resources as well as ongoing training and ongoing support are funded via the PP budget.</p>	<p>EEF Reading Comprehension Strategies</p> <p>DFE Research Evidence on Reading for Pleasure</p>	3, 5
<p><u>Homework Support</u> Malet Lambert provides appropriate technology to pupils who need it, for example Chromebooks, to allow pupils to access online homework and revision tools such as Sparx Maths and Sparx Reader. Guidance for teachers on most effective use of homework tasks is provided via staff meetings and sharing best practice briefings.</p>	<p>EEF Teaching & Learning Toolkit - Homework</p>	4, 6
<p><u>Online Tuition</u> Where pupils are unable to attend school, for reasons such as poor mental or physical health, online tuition is provided. This is seen as a temporary measure to ensure pupils do not fall behind in their learning, helping them re-integrate into school once their health has improved.</p>	<p>EEF Online Tuition</p>	1, 4, 5, 7
<p><u>Learning Support Centre</u> Pupils in need of specific academic or emotional support receive this in the learning support centre. This provision is staffed by colleagues trained to offer pupils support when needed.</p>	<p>EEF Social & Emotional Learning</p>	

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Careers Guidance</u> CEIAG programme that signposts routes into further and higher education to ensure pupils are given clear direction for the next stage of education, employment or training. • Post 16 Information sessions</p>	<p>Careers England</p> <p>EEF Careers Education</p>	4, 5, 6

<ul style="list-style-type: none"> • One to one careers interview for all disadvantaged pupils • CEIAG Trips and visits 		
<p><u>Attendance</u></p> <p>Continue to develop the whole school approach to attendance including:</p> <p>Maintaining the increased capacity in the attendance team.</p> <p>Continuing to provide the late bus, which picks specific pupils up who are known to have poor school attendance.</p> <p>Buying alarm clocks for pupils where parental support or poverty may preclude access.</p>	<p>Previous attendance data specific to Malet Lambert has shown that disadvantaged pupils whose attendance is above the national average are in line with their non disadvantaged peers.</p> <p>EEF Supporting School Attendance</p>	<p>4, 6, 7</p>
<p><u>Pastoral Support</u></p> <p>Maintaining the funding of the strategic and highly effective pastoral staffing to continue to provide a safe and purposeful environment for all.</p> <p>Further staff training on aspects of behaviour and mental health in response to the additional needs created by the pandemic.</p>	<p>Strong and effective pastoral systems that are simple and consistent are proven to support the behaviour of pupils. With an increasing need to support pupils emotionally with their mental health and anxiety, staffing has been focused and increased to address this need.</p>	<p>5, 7</p>
<p><u>Breakfast Club</u></p> <p>Pupils, from all backgrounds, are offered a free breakfast in school. This service is utilised by a significant number of disadvantaged pupils.</p>	<p>There is strong evidence on the impact breakfast has on the learning of pupils.</p> <p>EEF Breakfast Clubs</p>	<p>1, 4, 6</p>
<p><u>Extra Curricular Activities</u></p> <p>A wide range of extra curricular activities (over 60 in total) are offered to all pupils. The attendance to these is regularly reviewed, specifically looking at the proportion of</p>	<p>Evidence shows the positive impact of extra curricular activities on social</p>	<p>4, 5, 6</p>

<p>disadvantaged pupils attending. Potential barriers are addressed to ensure all pupils are able to attend, should they wish to.</p>	<p>mobility and well being. DFE Extra Curricular Activities</p>	
<p><u>Improved Parental / Carer Communication</u> Parents and carers are kept informed of school events and news via: The weekly newsletter Letters and emails for specific events or evenings Arbor Emails</p>	<p>EEF Parental Engagement</p>	<p>1, 6</p>

Total budgeted cost: £372,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The average A8 score for disadvantaged pupils in 2024 was 33.3.

The gap between disadvantaged pupils and non-disadvantaged pupils in 2024 was 9.3 which is an improvement from 2023 meaning the gap between disadvantages and non-disadvantaged has closed.

The percentage of disadvantaged pupils entered for EBacc was 54.5%. This is an increase from 2022 and is also well above the national average.

Attainment	2024
% Basics 5+ (All)	36.1%
%Basics 5+ (Disadvantaged)	19.7%
Gap	16.4%
% Basics 4+ (All)	57.5%
% Basics 4+ (Disadvantaged)	31.8%
Gap	25.7%

Externally provided programmes

Programme	Provider
One to One Careers Guidance	Connexions
Social Mediation and Self Help (SMASH) - group work for KS3 and one to one support for KS4.	Hull City Council Head Start SMASH Life Skills Hub
Work Experience	Education to Work
Mental Health Support and Counselling	Fortis CAMHS MIND John Bradley Counselling MIND – Wellbeing Practitioner
School Nurse Public Health Nurse Diabetic Nurse	NHS