

This report outlines our strategic planning of our Pupil Premium (PP) allocation for the current academic year, based on analysis and evaluation of the impact of our PP funding for the previous academic year.

| 1. Summary Information | | | | | |
|---|-------------------------|--|-------------|---|----------|
| School | Marylebone Boys' School | | | | |
| Academic Year | 2020/21 | Pupil premium allocation this academic year | £222,825.00 | Internal review date | May 2021 |
| Total number of pupils in school | 670 | Number of pupils eligible for PP | 266 | Proportion of disadvantaged pupils | 40% |

| 2. Pupil Performance overview for last academic year | | | |
|--|---|---------------------------------|--|
| Number of eligible PP pupils in Y11 | 44 [17 with identified SEND] | Academic year | 2019/20 |
| Progress 8 PP | +0.04 [National Boys: -0.68] | Attainment 8 | 53 [National/National Boys: 36.7/33.7] |
| Ebacc entry | 77% [National/National Boys: 24.9/22.2] | % Grade 5+ in English and Maths | 66% [National Boys: 22.2%] |

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

Due to the high and increasing percentage of disadvantaged students who qualify for the Pupil Premium, MBS' priority is that strategies have to impact on quality first teaching in the classroom.

| | |
|----|---|
| a. | Improve outcomes in English and literacy so that the achievement gap is narrowed between PP and non-PP pupils |
| b. | % of PP pupils achieving pass in English and Maths is a focus area, in line with external targets |
| c. | Lack of independent learning skills leading to inability to self-regulate learning means pupils fall behind peers in terms of progress. |
| d. | Behaviour gap between PP and non-PP pupils |

External barriers (issues which also require action outside school, such as low attendance rates)

| | |
|----|---|
| e. | There is a lack of resilience and aspiration in PP pupils |
|----|---|

| 4. Outcomes | | |
|-------------|---|--|
| | Desired outcomes and how they will be measured | Success criteria |
| a. | Improved outcomes in English | PP pupils develop improved metacognition and literacy skills, with increased progress in English outcomes. Improvement in literacy for learning. |
| b. | % of PP pupils achieving pass in English and Maths is a focus area, in line with external targets | PP pupils to meet or exceed their FFT targets in Maths & English. Teacher targets for PP pupils for English & Maths to be aspirational and in line with FFT benchmarks. |
| c. | Improve independent learning skills leading to increased ability to self-regulate learning so that pupils can progress as well as peers | Pupils feel confident in their learning and develop their thinking skills and problem-solving strategies with improved self-regulation and increased independent and self-directed learning. |
| d. | Reduce the behaviour gap between PP and non-PP pupils | The % of negative behaviour points for PP pupils will reduce by at least 10% in every year group. We will close the gap between PP and non-PP in behaviour points. |
| e. | Increased resilience and high aspirations in PP pupils | The % of PP pupils taking a full part in academic and social mentoring programmes and their involvement in extra-curricular enrichment activities |

Core principles which underpin the PP strategy at MBS:

- Quality first teaching
- Be consistent, yet flexible and responsive
- Address core subjects, but also wider progress and the whole child
- Respond to individual needs and differences, while avoiding stigma or marginalisation
- Make effective use of data – to inform a response which is personalised and not mechanistic
- Be creative and innovative – but with tangible, measurable outcome

| 5. Planned expenditure | | | | | |
|--|---|--|--|--|--|
| Academic Year | | 2021/22 | | | |
| a. High quality teaching for all | | | | | |
| Desired Impact | Targeted pupil cohort | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
| Improved progress and attainment results for PP pupils, specifically in the Ebacc subjects, including narrowing the gap with non-PP. | <p>All Y10 & Y11 pupils with condensed curriculum and at risk of not achieving 4+ in English, Maths and Science.</p> <p>Manage a specific cohort of disadvantaged Y10/11 pupils who are at risk of exclusion and/or below expected progress across the board.</p> | <p>Withdrawal English/literacy focused sessions within the curriculum for DA boys following a condensed curriculum.</p> <p>Facilitate students who are referred for homework intervention and track their progress.</p> <p>Ensure home learning opportunities are in place and communicated clearly to parents, especially for pupils who are not completing weekly homework</p> | <p>Condensing the KS4 curriculum will provide boys with more dedicated time for work in E/M/S, allowing them the space to concentrate on these subjects and raise their attainment.</p> <p>EEF evidence shows that the impact of homework, on average, is 5months' additional progress and most effective when used as a short and focused intervention.</p> | Reviewed and refined Independent learning and pastoral coordinator role at KS4 (RJU) will look closely at boys' achievement and track progress and impact. This will include liaison with HOYs/AHT/HoFs. | Quality of Education team |
| All pupils to reach chronological reading age or better | PP pupils with reading ages below chronological reading ages | <p>Manage and coordinate KS3 literacy library lessons focused on reading programme</p> <p>Monitor and establish whole school literacy strategies across the curriculum focusing on oracy, marking for literacy and improving vocabulary</p> | <p>The EEF 'Improving Literacy' report states that in secondary schools, improving literacy is key to academic success across the curriculum, especially with the demands of the reformed qualifications.</p> <p>By attending to the literacy demands of their subjects, teachers increase their students' chance of success in their subjects.</p> | <p>A newly appointed literacy leader will be appointed to drive improvement across the curriculum.</p> <p>Implementation of new reading test to drive accurate and credible data</p> | Quality of education team and Literacy Co-ordinator. |

| | | | | | |
|--|--|--|--|--|--|
| 75% of PP Y11 boys to achieve on or above their GSCE target. | Y10 & 11 disadvantaged pupils who are currently below target. | Focused and tailored CPD and support for staff to raise attainment at GCSE, implementation of the Pixl independence programme during withdrawal addressing the progress gap for disadvantaged pupils in English, Maths, Science, Humanities and MFL. | The Pixl independence programme has been used widely in Secondary schools to improve attainment. | Our Pixl coordinator will work to implement strategies across the schools, networking and sharing good practice. | Quality of education team. |
| Improving and supporting teacher development to deliver quality first teaching. | All pupils, with a focus on PP and improving outcomes for DA cohort. | Professional development, training and support for early career teachers and recruitment and retention. | Supporting early career teachers, and retention of quality staff is key to delivering high quality teaching in the classroom. | The HT and DHT will monitor this in terms of staffing and professional development. | Headteacher and Quality of education team. |
| Pastoral inclusion and a trauma informed approach to managing student behaviour. | All pupils with a focus improving the experience of students who need more support in managing mainstream day to day classroom expectations. | Recruit, train and lead a team of inclusion specialists, including an Inclusion Manager and Behaviour Mentors. Provide a range of behaviour interventions which seek to improve attainment by reducing challenging behaviour. | EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | The HT and DHT will monitor this in terms of staffing and professional development. | The Deputy Headteacher pastoral. |
| | | | | Breakdown of costs: | £ |
| | | | | English teacher to implement literacy strategy | 49,996 |
| | | | | Independent-learning/pastoral support coordinator | 32,525 |
| | | | | Pixl membership and training | 4,190 |
| | | | | Professional development and recruitment and retention | 45,000 |
| | | | | Pastoral inclusion | 23,283 |
| | | | | Total projected cost: | £154,994 |

b. Targeted academic support for the current academic year

| Desired Impact | Targeted pupil cohort | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
|---|---------------------------------|--|---|--|---------------------------------|
| PP attendance to be higher than national average. Aim to close the gap between PP and non-PP. | All pupils under 90% attendance | Meet weekly to ascertain attendance issues and plan Interventions, prioritised for PP. Complete MARF referrals and attendance contracts, priority for PP. | This specialist member of staff will monitor whole school attendance, and to follow up concerns as necessary. | A new attendance and welfare officer will be recruited who will monitor and evaluate in line with school policy. | Assistant Headteacher pastoral. |

| | | | | | |
|---|---|--|--|---|--|
| Low ability PP to achieve on or above target in English, Maths and Science | Low ability PP pupils | Teaching assistants to work with specific pupil premium pupils in the classroom to support learning and make the thinking process explicit | EEF evidence suggests that TAs can have a positive impact on academic achievement, particularly when focused on one to one or small group support which shows a stronger positive benefit of between three and five additional months on average. | 2 new specialist Teaching Assistants have been deployed to specifically support this intervention programme. | SENDCo |
| Reduce the number of FTE for PP pupils so that figures are more in line with National Boys | Targeted cohort of PP pupils at risk of exclusion | Students identified by Inclusion meeting / HOY meetings to be transferred to the WEC to learn tools and techniques to learn more effectively and gain skills in behaviour management and self-regulatory behaviours. | This is specialist support bought in from a trusted supplier which has successfully worked with managed intervention successfully in other schools, to improve attainment by reducing challenging social and emotional behaviour and produce improvements in academic performance. Impacts are larger for targeted interventions matched to specific students with particular needs. | There will be close liaison between the HoYs and the behaviour therapy mentors which will be time-limited and will record impact. | Assistant Headteacher pastoral and SENDCo. |
| Y7 PP pupils settle well into MBS with attendance in line with National Boy's average attendance, and positive progress data from cycle 1 – cycle 3 | 10-15 PP Y7 pupils | Early intervention transition programme for vulnerable Y7 pupils | Working with men mentoring programmes involves pairing young people with an adult, who act as positive role models and expose pupils to wider aspirations and values. In general, these programmes aim to build confidence, develop resilience and character, or raise aspirations, and develop specific academic skills or knowledge. | There will be close liaison between the AHT and the mentors which will be time-limited and will record impact. | Assistant Headteacher pastoral and Head of Year 7. |
| PP pupils reach target grades in specific subjects for the end of the year | 15 below target Y11 PP | GCSE online Intervention programme for 15 pupils in English, Maths and Science | My Tutor online tutoring is proven to have impact in promoting attainment in many secondary settings in the UK. | There will be close liaison and monitoring of attendance and impact of the programme by the AHT. | Quality of education team. |

| | | | | | |
|--|--------------------------|---|--|---|---------------------------------------|
| Pupils to reach their target grades in English and Maths by end of the year. | 20 Low ability PP pupils | Y7-9: Low attaining pupils in reading and Maths. Small group literacy intervention programmes. The programmes improve pupils' Spoken English, grammar, reading and writing skills by equipping them with evidence-based strategies for learning, thinking and understanding. The result is that pupils grow in confidence, independence and their ability to fully access the mainstream curriculum successfully. Money would be spent on training and resources for programme. | EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. | These programme will be monitored for impact by the SLT lead who will liaise with HoFs. | Quality of education team and SENDCo. |
| 75% of PP Year 11 boys to achieve on or above their GSCE target. | Y10 & 11 PP | Important learning resources paid for and provided to PP pupils, e.g. workbooks, textbooks, English literature texts. | Access to learning resources is key for DA pupils to make good progress and is often a barrier to their achievement. | These will be allocated by HoFs to target specific DA pupils. | School Business Manager. |
| | | | Breakdown of costs: | £ | |
| | | | Attendance and Welfare officer | 27,739 | |
| | | | Teaching Assistants [2 posts] | 50,112 | |
| | | | Westminster Education Centre [TBAP] 2 managed intervention places | 12,800 | |
| | | | Behaviour therapy | 25,000 | |
| | | | Working with men programme | 0 | |
| | | | Accelerated reader programme + resources | 4,000 + 2,500 | |
| | | | Literacy programme | 4,000 | |
| | | | Learning resources | 3,000 | |
| | | | Total projected cost: | £129,151 | |

c. Wider support for the current academic year

| Desired Impact | Targeted pupil cohort | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
|----------------|-----------------------|---------|---|---|------------|
|----------------|-----------------------|---------|---|---|------------|

| | | | | | |
|---|---|--|---|--|--|
| PP and non-PP are not disadvantaged by their experiences of the pandemic. | All FSM and PP students in school. | Provision of IT equipment and provision of data to DA families to help bridge the digital divide. On site education provided and offered to all vulnerable students and key worker students during lockdowns. Online lessons, resources and digital material to facilitate remote learning. Pastoral oversight of all students, with vulnerable students being given extra support and monitoring. | EEF suggests that developing effective learners' refers to approaches that support pupils to plan, monitor, understand and manage their own learning. Lockdown has forced schools to develop their educational digital provision. | Overseen by the leadership team and strategic resources purchased centrally by the School Business manager. | Senor Leadership Team of the school. |
| All PP to attend at least 1 academic trip and take part in one extracurricular venture/opportunity. | Available for all year groups. In Y10 & 11 this means that PP students are not hindered in accessing trips that directly relate to GCSE examinations. | Any student in receipt of free school meals is given a 50% discount on all trips. This will result in all PP students being able to access the same enrichment and academic extension opportunities available for non-PP students. | Access to wider extra-curricular enrichment activities, including exposure to the arts promotes higher aspirations and widens pupils' opportunities and horizons. | This will be monitored by the AHT i/c trips and finance will be only be authorised centrally. | Deputy Headteacher, Pastoral. |
| 20% take up of FSM music lessons, in line with the % of students who are FSM in the school. | Available for all students; teacher i/c music will identify talented musical students and signpost them to 1:1 tuition. | The school offers 50% discount for students who are FSM and take up the opportunity to have one to one music lessons. | Access and exposure to practical music making promotes self-esteem, confidence, independence and thinking skills. | This will be monitored by the Teacher i/c Music and finance will be only be authorised centrally. | Deputy Headteacher pastoral, teacher in charge of Music. |
| Improved 4Rs and attainment from cycle 1-3. | All Y7 & 8 pupils | A new political literacy curriculum to be taught to Y7 & Y8 to engage all in politics by teaching them about the processes within politics, public speaking and debating. The skills learned will enhance student's self-image, confidence and emotional resilience. The course covers an Introduction to British Politics (local and national, separation of powers, voting and debating), International Relations (Britain and the World, Media Literacy, Political Theory) and Employability & Politics (Oratory skills, debating and public speaking). | The evidence suggests that Political Literacy skills lead to , stronger and more resilient communities, and promote activism to incite positive change. This will enhance our students' ability to influence local policymaking, and to build their overall emotional resilience and confidence, become responsible media consumers, critically analysing the information they see on social media, and to identify misinformation. | This will be led by the DHT who will roll out the programme in Year 7 & 8, working with HoYs and HoFs to monitor impact. | Quality of education team. |

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|-------------------------------------|---------------------|---|---------------------------------------|------------------|---|------------------|---|-------|-----------------------------|-----------------|--------------------------|--------|---------------------------|-----------------|------------------------------|----------------|
| <p>4+ in 4 R grades.</p> <p>85% of cohort to improve self-awareness, confidence, resilience and communication scores.</p> <p>Improved attendance to school.</p> | <p>8 Y9 pupils & 5 Y8 pupils who are PP in first cohort.</p> | <p>A challenging character development experience programme to boost confidence, motivation, responsibility and aspiration. This includes: 5 career coaching sessions from trained Career Coaches; day trip taking part in a community action project; day trip to two contrasting workplaces; 3 day rural residential trip completing mental and physical challenges.</p> <p>30+ targeted Y8-9 disadvantaged boys whose 4Rs, attitudes to learning and lack of aspiration are causing significant barriers to learning. To use Year 9-10 ambassadors from this year to establish a culture of peer mentoring.</p> | <p>The Rising Futures programme has an over 80% success rate of empowering young people to make ambitious choices and realise their potential through developing their confidence, resilience and skills, leading to success both in and out of the classroom.</p> | <p>This will be coordinated and monitored for impact by the DHT, through liaison and data capture.</p> | <p>Quality of education team.</p> | | | | | | | | | | | | | | | | |
| <p>100% of PP students will secure and attend work experience at the end of Y10</p> | <p>Y10 pupils (all PP included)</p> | <p>A new work experience support provider</p> | <p>Access to wider extra-curricular enrichment activities, including exposure to the arts promotes higher aspirations and widens pupils' opportunities and horizons.</p> | <p>This programme will be monitored closely by the teachers i/c work experience.</p> | <p>Deputy Headteacher pastoral.</p> | | | | | | | | | | | | | | | | |
| | | | <table border="0"> <tr> <td>Breakdown of costs:</td> <td>£</td> </tr> <tr> <td>Discounted trips costs for FSM pupils</td> <td>0 - due to COVID</td> </tr> <tr> <td>Discretionary fund [other trips/ventures]</td> <td>0 - due to COVID</td> </tr> <tr> <td>Discounted music lessons for FSM pupils</td> <td>6,000</td> </tr> <tr> <td>Political Literacy club AQA</td> <td>0 -due to COVID</td> </tr> <tr> <td>Rising futures programme</td> <td>12,873</td> </tr> <tr> <td>Work experience programme</td> <td>0 -due to COVID</td> </tr> <tr> <td>Total projected cost:</td> <td>£18,873</td> </tr> </table> | | | Breakdown of costs: | £ | Discounted trips costs for FSM pupils | 0 - due to COVID | Discretionary fund [other trips/ventures] | 0 - due to COVID | Discounted music lessons for FSM pupils | 6,000 | Political Literacy club AQA | 0 -due to COVID | Rising futures programme | 12,873 | Work experience programme | 0 -due to COVID | Total projected cost: | £18,873 |
| Breakdown of costs: | £ | | | | | | | | | | | | | | | | | | | | |
| Discounted trips costs for FSM pupils | 0 - due to COVID | | | | | | | | | | | | | | | | | | | | |
| Discretionary fund [other trips/ventures] | 0 - due to COVID | | | | | | | | | | | | | | | | | | | | |
| Discounted music lessons for FSM pupils | 6,000 | | | | | | | | | | | | | | | | | | | | |
| Political Literacy club AQA | 0 -due to COVID | | | | | | | | | | | | | | | | | | | | |
| Rising futures programme | 12,873 | | | | | | | | | | | | | | | | | | | | |
| Work experience programme | 0 -due to COVID | | | | | | | | | | | | | | | | | | | | |
| Total projected cost: | £18,873 | | | | | | | | | | | | | | | | | | | | |

6. Review of expenditure and outcomes

| Previous academic year | | 2019/20 | | |
|---|---|---|--|---------|
| Item | Actions | Estimated impact | Lessons learned | Cost |
| a. High Quality teaching for all | | | | |
| Whole staff CPD | Specific and tailored CPD on specific pedagogical approaches especially in the area of developing metacognition, deeper thinking and an enquiry approach to learning. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. | These strategies supported disadvantaged students to develop their thinking skills and problem-solving strategies, as well as learning how to regulate their emotions. | Teacher tracker shows improved and higher quality questioning and pupil responses. We will embed these strategies and will not need training next academic year. | £6,000 |
| Challenge Partners SLT CPD | Quality Assurance training involving SLT being trained to quality assure the impact on raising attainment strategies and leadership initiatives through external 360 reviews of other schools with Ofsted inspectors and trained reviewers. | This has had a positive impact on leaders' abilities and approaches. It has improved quality assurance and monitoring processes at MBS including more robust raising attainment plan. | We will support this programme next year. | £10,000 |
| Pixl membership fees | Membership & partnership with Pixlof over 1,700 schools sharing best practice to raise standards; 5 associate visits to ensure we target specific pupil groups, especially disadvantaged pupils effectively and raise attainment. Interactive resources for Maths, English, Science, History and Geography and PiXL Maths App. | This had a good impact on Y10 disadvantaged pupil progress data and a very good impact on building best practice and honing leaders skills. | We will continue to fund Pixl strategies next year. | £4,190 |
| Professional development, training and support for early career teachers and recruitment and retention. | Supporting early career teachers, and retention of quality staff is key to delivering high quality teaching in the classroom. This will support high quality first teaching in the classroom so that all pupils can have access to excellent teaching. | This had a positive impact on teacher development as well as being able to retain high quality staff. | We will continue to implement this policy next year. | £25,000 |
| b. Targeted academic support | | | | |

| | | | | |
|--|--|---|---|-----------------------------|
| Literacy & Numeracy wave 2 and 3 intervention programmes: Catch-up Lit programme | Year 7-9: Low attaining pupils in reading and Maths. Small group literacy intervention programmes. The programmes improve pupils' Spoken English, grammar, reading and writing skills by equipping them with evidence-based strategies for learning, thinking and understanding. | Pupils grow in confidence, independence and their ability to fully access the mainstream curriculum successfully. Reading age, Maths & English grades improved. | We will continue to fund this programme next academic year. | Budgeted as part of TA role |
| Working with Men: Boys Development Programme | Year 8 disadvantaged boys at risk of exclusion. One-to-one behaviour therapy for 8 Year 8 disadvantaged boys who are at risk of exclusion and need support to manage their behaviour and learning in the classroom | Behaviour and progress data improved for 50% of boys involved in programme | This did have a mostly good impact and we will continue to fund for another year to fully see the impact of the programme. | No work due to COVID |
| Teaching assistance for LA disadvantaged boys | Low ability disadvantaged pupils from Year 7-10. Teaching assistant targeting low ability disadvantaged boys in the classroom. | Less able students were a target in lessons rather than interventions, and attainment was better with decreased numbers of behaviour incidents. | We will fund 2 TAs next year to work in this targeted support way. | £26,946 |
| WEC managed intervention place | Focused placement for boys at high risk of exclusion | The majority of pupils who participated in WEC have avoided permanent exclusion from school. This has had a significant impact upon the individuals who have attended. The intensive placement supports the school in developing positive attitudes to learning. Attitudinal evidence from the boys and placement reports from WEC demonstrate the positive impact on the placements. | This will continue to be funded next academic year. | £12,800 |
| Attendance and welfare officer | Met weekly to ascertain attendance issues and highlight and prioritise interventions. Complete MARF referrals and attendance contracts with priority assigned to PP pupils. | PP attendance was higher than the national average. | As we are at full capacity we will continue with this vital role in tracking attendance. | £27,739 |
| Behaviour therapist | Specialist intervention for students whose behaviour difficulties compromise learning or put them at risk of exclusion. Individual & small group intervention. Provide INSET to teachers to support behaviour management skills with challenging students so that teachers felt empowered to manage challenging behaviour effectively. | Targeted pupils evaluation demonstrated they had positive benefit on attitudes to learning. Attitudinal feedback from students who have participated have consistently valued the specialist intervention support that is provided on site. | Evidence of progress is on a case by case basis and ranged from students who made high, medium and low impact progress on individual grades. This will be funded next year. | £21,600 |

c. Wider support

| | | | | |
|---|---|--|---|--------------------|
| Rising Futures | A challenging character development experience programme to boost confidence, motivation, responsibility and aspiration. This includes: 5 career coaching sessions from trained Career Coaches; day trip taking part in a community action project; day trip to two contrasting workplaces; 3 day rural residential trip completing mental and physical challenged. The programme was selected for 15 targeted year 8-9 disadvantaged boys whose 4Rs, attitudes to learning and lack of aspiration have caused significant barriers to learning. | This had a high impact with increased confidence in 64% of students; increased resilience in 50% of students; increased self-awareness in 71% of students; increased communications skills in 86% of students. All pupils had improved 4R skills by end of year. | We will continue to fund this positive programme next year. | £11,800 |
| Brilliant Club | The Brilliant Club was targeted for PP pupils and delivered programmes of academic enrichment to small groups of pupils through a combination of university trips, in-school tutorials and online resources, supporting pupils to develop the knowledge, skills and ambition needed to progress to highly-selective universities. | This had a high impact with 100% of pupils said they were more likely to apply to university in the Summer cohort. | Pupils find this programme engaging. | £3,960 |
| Political literacy for core curriculum and an extended p6 political literacy club offering an AQA accreditation | KS3 curriculum to improve cultural capital for 23 Y 8&9 high attaining disadvantaged boys. The course promoted the ability to speak in public, debate and present a discussion coherently, helping a student's self-esteem and confidence. | This had a high impact for DA and all pupils achieved AQA accreditation and accessed high challenge political literacy content. It boosted pupils' oracy skills and political engagement. | | £0 due to Covid-19 |
| Additional funding of Music Lessons for FSM pupils | 50% discount on specific music instrumental lessons for all FSM pupils. | Very few pupils took up this opportunity however, only 9% of students who took up the lessons were FSM students | This will be allocated next year as the profile of music increases. | 10,000 |
| Trip costs | 50% discount on trips for all FSM pupils | This had a high impact as PP pupils were able to access all education visits. | This funding will be carried on next year. | £0 due to Covid-19 |
| Discretionary fund | A fund to spend at the discretion of the headteacher on extended experience, trips and other opportunities within the enrichment curriculum targeting disadvantaged boys | This had some noticeable impact and varies year on year. | This funding will be carried on next year. | £0 due to Covid-19 |
| Friday after school sports provision for PP boys | Friday after school sports for disadvantaged boys to boost aspiration, motivation, relationships, communication and attendance | This had a low impact and although pupils enjoyed this session, the enrichment was not offering them an activity they were currently doing in their spare time. | This will run next year as part of our offer. | £0 |

| | | | | |
|---|--|--|---|--------------------|
| Providing additional resources | Important learning resources paid for and provided to PP pupils, e.g. workbooks, textbooks, English literature texts | PP boys were equipped with the right resources as needs arose. | This will be continued next year. | £0 |
| Attainment & Progress awards for pupils | Focused attendance and progress awards, specifically targeting PP boys. | This had an improvement on PP attendance and progress | | £683 |
| Work experience programme | Work experience placements for Year 10 supported MBS to offer a 2 week work placements. | This had a high impact with 100% of Year 10 boys completed a high quality work experience placement. | This will be continued to be funded next academic year. | £7,000 |
| | | | | £163,718.00 |

Attendance overview 2020

| % Attendance | PP % Attendance | Non PP % Attendance |
|---------------------|------------------------|----------------------------|
| 95.23% | 93.5% | 96.2% |

Attainment 2020

| Group | EBacc % entered | Threshold % Grade 5 or above in English & Maths | Attainment 8 | Progress 8 |
|--------------|------------------------|--|---------------------|-------------------|
| All students | 79.09 | 62.73 | 55.04 | 0.36 |
| PP | 77.27 | 65.91 | 52.93 | 0.04 |
| Non PP | 80.3 | 60.61 | 56.44 | 0.6 |
| Gap | -3.03 | 5.3 | -3.51 | -0.56 |