|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Please describe what steps you take to identify vulnerable learners within your school, setting or community.**Pupils are initially identified by accessing the *Key to Success* website in order to see which pupils have been eligible for Pupil Premium Grant funding at any point over the past six years. This data is cross-checked with prior KS2 data to identify pupils who are either high-ability pupils or low-attaining, vulnerable pupils among them. In addition to this, we put all our Year 7 pupils through CAT tests on arrival at The Malling School (TMS). The combination of these measures allows us to benchmark pupils’ starting points. Before Year 7 pupils start in September we hold parental meetings as well as transition meetings with the SENCO from TMS and our primary feeder schools to ensure that vulnerable pupils are identified and appropriate support is put in place for them before they arrive. All pupils attending the attached Resourced Provision are considered vulnerable and transition work starts with them at the start of Year 6.**What challenges does your school, setting or community face in supporting vulnerable learners?**Overall, pupils at TMS have well below average ability on entry into KS3. There has been a history of poor parental engagement and subsequent low aspirations among both our parents and pupils. The immediate area of East Malling has very high levels of social deprivation within both Kent and England. There has been a history of pupils entering TMS in Year 7 with levels of SEN that are well above the national average. The school has a Resourced Provision for pupils statemented for ASD or SpLCN (The Tydeman Centre) and admits around 20 pupils per year into this provision. A significant proportion of pupils in the school are therefore considered to be vulnerable learners.As a result of many of these factors, we have had a number of *hard-to-reach* pupils who have not responded positively to the support and intervention we implement at TMS throughout their secondary school career. Due to the fact that we have historically been a small school it only takes a small number of these *hard-to-reach* pupils to have a detrimental impact on our attainment gap. For example, removing just four hard-to-reach pupils from the data reduces the attainment gap between disadvantaged and non-disadvantaged pupils by a third of grade, leaving a negligible difference between the cohorts.**How do you work with the community and other schools/settings to identify and support vulnerable learners?**Representatives from the school attend East Malling Partnership meetings where key members of the community and the main agencies working within the community discuss vulnerable children and their families.Pupils who enter KS3 with reading ages that are below their chronological age are assigned a Reading Partner. Many of these pupils are also vulnerable and disadvantaged pupils. Our Reading Partners are both existing school staff at every level and parent volunteers.At TMS we have established Science and English Transition Projects that work with our two biggest feeder primary schools in order to ensure smooth curriculum transition for all pupils, as these two schools tend to bring the biggest proportion of vulnerable pupils.We have a dedicated team of KS5 Performing Arts pupils who undertake regular primary school visits to our main feeder schools in order to develop positive relationships with our new KS3 pupils. This also helps to identify and support any vulnerable learners before they start at TMS. **How does the culture and leadership of your school/setting support vulnerable learners to reach their potential?**Our school literature outlines this with the following: At TMS we believe in supporting every individual to achieve his or her dreams. We expect our pupils to work hard and have ambitions, to strive for their best and never give up, whatever life throws at them. We use the mantra “No excuses”.Our school is built on traditional values where mutual respect is developed between pupils and staff. We expect pupils to be polite and courteous and to take a pride in their work and their school. This is what we call ‘The Malling School Way’.On joining the school every member of staff commits to deliver the very best education to our pupils. This means ensuring that the most able are stretched whilst other more vulnerable pupils are given more support. It means developing a personalised curriculum that meets the needs and aspirations of each one of our pupils so that even the most ambitious dreams can be realised by all pupils, whether they are vulnerable and disadvantaged or not.**What activities, programmes or interventions have you embedded to support vulnerable learners to ensure they reach their potential?**The range of activities, programmes and intervention we have embedded at TMS to support all learners, vulnerable pupils among them, in order to ensure they reach their potential are: Duke of Edinburgh Bronze Award; Careers Education, Information, Advice and Guidance (CEIAG) Officer; Learning Support (SEN) Transition; KS2-3 Transition Group & Officer; Curriculum Support; Achievement for All; School Counsellor; 1:Few tuition; Vice Principal and Guidance Manager; Hardship Fund; Alternative Curriculum; Minority Communities Achievement Service (MCAS); Educational Psychology Services; Music lessons subsidy; After-school and Saturday morning/holiday revision sessions; College courses; Partners in Excellence Club (PiXL); Learning Support Assistants; GO 4 Schools; Attendance Officer; Summer School; Transition group; Tydeman Centre.**What changes have you seen since embedding this work?**Anattainment gap (% of pupils achieving 5+ A\*-C GCSEs inc En & Ma) and Value Added score that has fluctuated but has remained narrower or better than the Kent average and/orNational average, as shown below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2012** | **2013**  | **2014**  | **2015** |
| **% attainment gap** between GCSE results of disadvantaged and non-disadvantaged pupils | **-21** | **-8** | **0** | **-20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2012** | **2013**  | **2014**  | **2015** |
| **School** | **National** | **School** | **National** | **School** | **National** | **School** | **National** |
| KS2 to KS4 VA for **all** disadvantaged pupils | **1004.9** | **981.9** | **1010.0** | **983.7** | **994.0** | **977.8** | **995.9** | **975.9** |

**What have the outcomes been for:*** Both disadvantaged and non-disadvantaged pupils have made value added progress that is well above national average when compared with similar pupils.
* Ofsted identified TMS as providing ‘Outstanding’ support for vulnerable learners. The school has seen a considerable improvement in pupil numbers in recent years.
* The local community now has a ‘Good’ school with ‘Outstanding’ features on their doorstep.
 |