

Pupil Premium Strategy Statement

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
School name	Maltby Academy
Number of pupils in school	954
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/26
Date this statement was published	October 3 rd , 2025.
Date on which it will be reviewed	September 2026.
Statement authorised by	Richard Wood, Principal
Pupil premium lead	Dan Hughes, Assistant Principal
Governor / Trustee lead	Ryan Purdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£350,450

Part A: Pupil premium strategy plan

Statement of intent

The vision at Maltby Academy is to deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives. We will achieve this vision by undertaking actions that will reflect also the key drivers of the academy:

- Resilience
 - We will learn from failures, work through problems and never give up. We will be better today than we were yesterday
- Aspiration
 - We will aim high and set ourselves challenging goals.
- Community
 - We will accept support and offer it. We will give something back to the community.
- Responsibility
 - We will be responsible for our actions, celebrate successes and learn from our failures. We will not make excuses.
- Confidence
 - We won't be afraid to get things wrong. We will believe in ourselves and our abilities and we will step outside our comfort zone.

Maltby Academy spend Pupil Premium funding with the specific purpose of boosting the attainment of students from low-income families who are considered disadvantaged compared to their wealthier peers in school. The Pupil Premium funding is used within the context of the overall funding agreement between the Department for Education and Maltby Academy. Our funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are registered. Nationally, this applies to one in four children. We recognise that these students span the entire ability range. Many of our students are eligible for Pupil Premium funding and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students support, and raise the outcomes of, other groups within the school as well, such as those with Special Education Needs and the most able. According to National Statistics, Maltby is amongst the 10% most deprived neighbourhoods in the country. The area is also in the lowest quintile nationally for POLAR3 and POLAR4; highlighting that young people from Maltby are significantly less likely to enter higher education. The funding we receive is given in recognition of the fact that, nationally, disadvantaged children do not perform as well as their non-disadvantaged peers, and we fully commit to closing performance gaps and ensuring that all our students have exceptional experiences, in order that they go on to lead successful lives.

Challenges

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

Challenge number	Detail of challenge
1.	Low aspirations Typically, disadvantaged students are characterised as having low aspirations.
2.	Higher rates of absence and persistent absence There is an attendance gap between our disadvantaged and non-disadvantaged students which is most significant for persistently absent students.
3.	Behaviour and attitudes A number of our students have social, emotional and mental health issues, anger management issues, difficulties with social skills, incorrect uniform, lack of equipment, lack of support at home, regularly go without eating breakfast and need mentoring/counselling to address these barriers to success.
4.	Poor literacy skills Disadvantaged students, on average, are below expected in their literacy skills. Many students eligible for Pupil Premium have reading ages below chronological, whilst also lacking the quality of spoken and written communication.
5.	Poor numeracy skills On entry, students eligible for Pupil Premium, on average, are below expected in numeracy skills.
6.	Homework/Revision/Organisation There is an in-school gap for students eligible for the Pupil Premium funding around homework, behaviour logs and performance in exams, meaning that students need support with completing homework, organising themselves, in-class support, and further strategies to aid revision.
7.	Lower levels of participation in enrichment and extra-curricular activities. A number of our students eligible for Pupil Premium have not had a wealth of positive life experiences.
8.	Lower levels of parental engagement We know that the vast majority of our parents play an active role in their child's education. However, for a proportion of our parents this is not practically possible due to commitments with work, caring for dependents or their own physical and mental health barriers.

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
Increase aspiration of disadvantaged students.	<ul style="list-style-type: none"> • Deliver a robust Career Education Information Advice and Guidance (CEIAG) provision, meeting the needs of students in all year groups. • Provide regular access to university and businesses. • Deliver a quality student leadership programme. • No student will be identified as NEET on leaving the Academy. • All pupil premium students will engage in at least one employer encounter, university visit or enrichment experience per year.
Improve outcomes for disadvantaged students.	<ul style="list-style-type: none"> • Increase the attainment for students in receipt of pupil premium funding students, to above the national average. • A progress 8 score for disadvantaged students will be above the national average. • The gap between PP and non PP students, across all subject areas in the Academy at GCSE will decrease to in line with national averages. • There will be increased progression routes available to disadvantaged students by increasing the proportion of PP students achieving 5+ grade 5s. • No student will be identified as NEET on leaving the Academy. • All students access a broad and balanced curriculum. <p>Increase the proportion of high-quality teaching by embedding the lesson cycle through high-quality whole-school and departmental PLD.</p>
Improve the attendance of disadvantaged students.	<ul style="list-style-type: none"> • Diminishing the attendance gap between disadvantaged and non-disadvantaged students and bringing the attendance for all in line with the national average for disadvantaged students . • Minimise the persistent absence figure and bring it in line with the national average for disadvantaged students. • Provide a high-quality alternative provision to ensure the successful education for selected students. • A reduction in lateness to school of disadvantaged students. • Provide a high-quality alternative provision to ensure the successful education for selected students.

Improve literacy and numeracy skills of disadvantaged students.	<ul style="list-style-type: none"> • Increasing the overall percentage of disadvantaged students achieving a 4+ in English and Maths to at least the national average. • Increasing the overall percentage of disadvantaged students achieving a 5+ in English and Maths to at least the national average. • Diminishing the gap between disadvantaged and non-disadvantaged students on each measure. • Bespoke programme to effectively intervene and maximise performance in external examinations. • Through the Step-Up Programme, supporting Y7-9 students with bespoke literacy provision. • Develop a love of reading through the delivery of the Reading agenda. • Results of NGRT tests will show that all disadvantaged students are reading at their current age. • Cross curricular delivery of the Oracy agenda. • Cross curricular development of numeracy skills.
Increase the participation of disadvantaged students in enrichment and extra-curricular activities.	<ul style="list-style-type: none"> • All disadvantaged students to participate in at least one enrichment activity (clubs, visits and leadership experiences) per week for the entirety of the academic year. • Increase the number of and the variety of enrichment opportunities that are offered to students. • Robust tracking system regularly monitors the attendance of all disadvantaged students to enrichment activities. • Increased aspirations of disadvantaged students resulting in increased investment through further careers and post 16 and 18 opportunities.
Increase the engagement of pupil premium parents in their child's education	<ul style="list-style-type: none"> • Increase the number of PP parents attending parents' evenings and school events to bring it in line with NPP parents. • Increased number of PP parents attending information evenings. • PCAB disproportionately attended by PP parents. • Boys' progress strategy includes a focus upon parental links.

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: £84,540 (inclusive of £6,752 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Improve the quality of teaching and learning for groups of disadvantaged students.	<p>Research by the Education Endowment Foundation (EEF) into mastery learning, collaborative learning and individualised instruction highlights the high impact that embedding MA Lesson Cycle and MLT Teaching and Learning Standard will have on improving the outcomes of disadvantaged students.</p> <p>To make this strategy a reality we will continue to evaluate the quality of whole school teaching and learning through 'drop-ins' and 'culture walks' and ensure that staff are given regular high-quality feedback on both their general pedagogy and pedagogical content knowledge. This will feed into both bespoke PLD and department PLD focussed on subject specific content so that students are taught the best of what has been thought and said, learning is scaffolded so that all students, irrespective of starting point can achieve their full potential each lesson.</p> <p>Every classroom has an IRIS camera, and colleagues are required to use IRIS as a tool to further improve the quality of teaching, by reflecting, sharing and discussing clips of their practice in small group PLD. We are also continuing to build our bank of clips showing excellent practise.</p>	1, 2, 3, 4, 5

	Every classroom has visualiser and lectern, so that teachers can build effective explanations without overloading students cognitively.	
2. Staff to receive up to date, bespoke PLD on the best strategies for groups of disadvantaged students.	<p>Research published by the Education Endowment Foundation and National Foundation for Educational Research (NFER) show many effective approaches used to improve outcomes for disadvantaged students.</p> <p>To implement this and to drive the highest expectations, we will continue to implement PLD for all staff around three key strands:</p> <ol style="list-style-type: none"> 1. FASE reading so that students develop a wider vocabulary and fluency with both fiction and subject specific texts. 2. Participation – so that all students get the opportunity to be active in the lesson and discuss the lesson material in a safe pair or respond as a whole class as well as the more traditional one to one response. 3. Pedagogical content knowledge training - so students are not disadvantaged by having a teacher who is teaching outside of their subject specialism or teaching content for the first time. 	1, 3, 4, 6
3. Continue to embed an effective assessment, marking and feedback policy	<p>Evidence from the Education Endowment Foundation toolkit shows effective feedback has the highest impact relative to cost. We are reviewing our assessment policy to differentiate between formative and summative assessment.</p> <p>Teachers have formative strategies to assess students' understanding during the lesson and provide immediate feedback and adapt the learning to address any gaps in learning, or to support students to deepen their understanding. In</p>	1, 4, 5, 6

	addition, we are also reviewing our summative assessments so that they provide a clear indication of students learning over time and allow students to maximise their progress,	
4. Period 4 Achieve provision	<p>EEF research has shown that students can benefit from additional support on top of timetabled lessons with resources and knowledgeable staff.</p> <p>This strategy allows students to benefit from additional support on top of timetabled lessons with their usual teacher. All Year 11 students and for the first time, this year, year 10 students will receive an additional 50-minute period of taught delivery, on Monday, Wednesday and Thursday each week during the academic year. This will allow them to plug gaps in subject knowledge and prepare students for their examinations and to ensure assessments are completed to the highest possible grade.</p>	1, 2, 4, 5, 6
5. Refine and embed the Whole School Reading strategy in lessons across all subjects.	<p>Research into reading comprehension strategies by the EEF has shown this to have very high impact in raising the attainment of disadvantaged students.</p> <p>We will use this research to deliver our own in house PLD on reading to upskill our staff. This is evolving to be a core component of the 'Means of Participation' developed by the T&L focus group.</p> <p>Alongside this we will use NGRT to test students in year 7-10 on their reading ability and follow up intervention will be put in place for those with a reading age below their chronological age</p> <p>Read Write Inc. reading intervention will also be used to engage students with low reading ages in reading and writing.</p>	1, 3, 4, 7

	In addition to this we will continue to run additional reading lessons within English, invest in the library, NGRT testing, carry out reading intervention, specifically for students below 88 SAS and those with 89-99 SAS. This will feed into work done across the curriculum and work in conjunction with the curriculum leaders and the SENDCo.	
6. Continue to embed the Whole School Oracy strategy in lessons across all subjects	Research into oral language interventions by the EEF has shown this to have very high impact in raising the attainment of disadvantaged students. Oracy interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. All staff have undertaken substantial training in oracy and subjects have been encouraged to build in specific tasks, at relevant times, into their curriculum to allow students to discuss their ideas and develop their oracy skills. This is enhanced further through the T&L model now incorporating 'turn and talk' to allow opportunities for low stakes, high impact oracy.	1, 3, 4, 7
7. Improve numeracy and mathematical ability	Research consistently highlights the positive impact of high-quality Maths teaching on outcomes for disadvantaged pupils. High quality Maths teaching places an emphasis on early identification of gaps, targeted teaching, and the use of structured interventions alongside high-quality classroom practice. The EEF Improving Mathematics in Key Stages 2 and 3 Guidance Report (2017) stresses the importance of explicit instruction, fluency, mathematical reasoning, and frequent opportunities for retrieval and practice. Evidence shows that embedding these strategies not only improves fluency and problem-	1, 5, 6

	solving for disadvantaged learners but also narrows the attainment gap across all key stages. We will do this through subject specific teacher PLD from the local Maths Hub, our investment in the Sparx Maths platform and our additional Maths focussed, option drop lessons for Y11 students.	
8. Implement a robust homework strategy and enhance the use of online packages as an effective tool for home learning.	EEF research suggests that homework and home learning can have a high impact on pupil outcomes. Through using online systems such as Bromcom, Satchel One, Tassomai, and Sparx Maths students can complete homework and revision bespoke to them. These platforms allow students to revise across a wide range of subject areas and has resulted in improved GCSE performance. The Academy have invested further in Tassomai to cover multiple subjects and reduce the number of platforms students need to access. We will be re-launching our KS3 homework strategy as we move to setting tasks through Bromcom.	1, 2, 3, 4, 5, 6, 8
9. Learning walks, focusing on provision for disadvantaged students.	This approach will help to identify where additional support is needed for disadvantaged students and staff working with them. As part of the Academy's ongoing quality assurance process, learning walks, drop ins, culture walks will have a focus on disadvantaged students. This will allow leaders to specifically review the progress of those students across a range of subjects, year groups and abilities.	1, 4, 5, 6
10. Embed consistent, behaviour systems to reduce low level disruption and secure behaviour and standards.	EEF research has shown that in successful schools, impact can be had if there is a strong commitment to doing everything possible to remove barriers that hinder a student's development. Successful schools make sure they have effective behaviour strategies that communicate simple, clear	1, 3, 6, 7

	<p>rules. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>We will continue to implement a consequences-based behaviour system, offer staff PLD and constant refinement of the system to improve processes. Precise morning routines, line ups, over communication, behaviour curriculum, as well as strong staff presence through the day ensure the highest of standards across the site. The school also ensures that it is constantly breaking down barriers to education with a weekly action-based meeting which ensures highly trained staff are delivering the right support and interventions to its pupils. The school also has a robust tracking and monitoring system that ensure positive student behaviour and tackles any issues quickly and efficiently.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £189,787 (inclusive of £15,158 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Alternative provision in the Academy.	<p>EEF suggest that behaviour and aspiration interventions can have some impact on student program and therefore investing in a specialist onsite alternative provision will give students a different environment and an alternative, bespoke curriculum to support them to achieve their best.</p> <p>The academy feels that investing in an on-site alternative provision will allow some of our more 'hard to reach' students a specialist provision that will give them the change of environment and a bespoke curriculum they need in the short term to support them to make the best progress.</p> <p>This approach has been successful at Key Stage 4 in previous years and will be expanded to Key Stage 3 to respond to the needs of students in these year groups and attempt to reduce suspensions.</p>	1, 2, 3, 7, 8
2. Student Pastoral Support	<p>The EEF research into behaviour and aspiration interventions suggest that this can have a positive impact on student outcomes and investing in a SAL and SWM for each year group (2 SWMs for the year group with highest identified need) means we are able to give personalised support to all students.</p> <p>Each year group in the school has dedicated support staff (Student Welfare Managers and Student Achievement Leaders) whose aim it is to improve behaviour, attendance, Investment in Learning and outcomes. In addition, there is</p>	1, 2, 3, 8

	a Pastoral Manager responsible for pastoral provision across the school.	
3.Primary MFL Provision.	We want to improve life chances and facilitate social mobility by ensuring a high proportion of our students engage with, and later study a language, at key stage 4. In offering this strategy 8 periods per fortnight will allow some of our MFL teachers to visit the local primary schools and deliver a bespoke languages curriculum to students.	1, 7
4. Monitoring system for Pupil Premium students.	EEF research has shown that in successful schools, impact can be had if there is a strong commitment to doing everything possible to remove barriers that hinder a student's development. Students in receipt of the pupil premium will be regularly monitored using Bromcom. Behaviour, attendance, their attendance to enrichment activities and the access that they have had to educational visits will be monitored to ensure parity with their non pupil premium counterparts.	1, 2, 3, 4, 5, 6, 7, 8
5. Improve literacy and numeracy skills of students in Key Stage 3.	Evidence from the EEF toolkit shows that metacognition and self-regulation strategies, oral language interventions and reading comprehension have significantly high impact on disadvantaged students' attainment and progress in literacy and numeracy. The Whole School Reading Coordinator will ensure that all reading strategies are implemented with rigour across the Academy whilst also offering bespoke reading intervention to those students whose NGRT scores warrant it. Evidence shows that well-structured numeracy interventions are highly effective in supporting disadvantaged learners at Key Stage 3. The EEF Improving Mathematics in Key Stages 2 & 3 Guidance Report (2017) highlights the value of targeted, sustained	1, 4, 5

	support that develops both fluency and mathematical reasoning, particularly through small-group or one-to-one intervention. The EEF Teaching and Learning Toolkit also identifies that interventions with a clear structure and alignment to classroom teaching have strong impact, especially when delivered by trained staff. Embedding these approaches helps ensure disadvantaged pupils secure foundational knowledge and make accelerated progress in mathematics.	
6. Identify underperforming pupils through the RAP process and target interventions, particularly for Pupil Premium students.	EEF and NFER findings show that more successful schools use data to identify learning needs at every opportunity. Evidence indicates those receiving good feedback from teachers and strong parental support will generally perform better. Half termly raising attainment and progress meetings will be held with the Vice Principal, Assistant Principal, year 11 pastoral team and subject leaders, with the intention of monitoring performance of students, to offer praise and encouragement for those doing well and to offer support and intervention for those who need it the most.	1, 2, 3, 7, 8
7. Rigorously track higher prior attaining students.	Ofsted update report of findings across the country shows a lack of support for KS3 higher ability students, leading to underperformance at Key Stage 4. The EEF research adds that within class attainment grouping can also have an impact on disadvantaged students. The use of Bromcom and UniFrog will allow tracking of behaviour, attendance and enrichment take up to be monitored to allow these students to be pushed, to reach their potential and achieve the highest grades and best possible	1, 7

	<p>progression routes. The inclusion of the enrichment model, being built into the school day for year 7, 8 and 9 students has allowed us to further stretch high attainers and our enrichment electives have been adapted to offer a wider range of academic choices. Our form time initiative of Personal Development Reading is also aiding students to engage with a breadth of texts and increase the volume of words that they interact with. Finally, the offer of discounted PERI music lessons is offered to pupil premium students as well.</p> <p>At KS5 we have purchased UpLearn for select subjects to enhance the exposure to exam practice of prior-A students. We now run a 6th form taster day twice per year to promote engagement with post 16 courses.</p>	
8. Tutor Time Provision.	<p>EEF toolkit shows that the development of metacognition and self-regulation skills has a high impact on learning for a low cost. Likewise, their research into social and emotional learning also highlights a moderate impact can be had on student's learning. The tutor time provision at the Academy will continue to be strong offering sessions to year 7-10 students on standards, behaviour and attendance, Personal Development reading, Character Education, Votes for Schools and an assembly.</p> <p>Votes for Schools' is a program delivered through tutor time each week exploring current affairs and contains youth focused topics to capture the interests of students across the school. The diversity of the topics ensures all students have ample opportunity to discover an interest in something that they may not have been introduced to</p>	1, 2, 3, 4, 6, 7

	<p>previously and the programme includes and encourages weekly debate as students are given a safe space to explore social and political issues.</p> <p>Tutor time is also used a mechanism to launch student leadership initiatives with all students being invited to take part.</p> <p>Tutor Voice Representatives allows all students the opportunity to be the voice of their peer group, and there are additional opportunities such as Read Role Models, Peer Mentors, Call it Out Campaigners, Community Champions etc.</p> <p>PP students are subject to positive discrimination to ensure they have adequate representation in leadership and voice opportunities.</p>	
9. Continue to refine the VLN process and graduated approach to behaviour	<p>Research undertaken by the EEF suggests that behaviour interventions and mentoring can have a high impact on the progress of disadvantaged students.</p> <p>In the Academy we will continue to implement our consequences-based behaviour system, offer PLD to staff, ensure active support are a constant, presence around the academy, offer counselling and pastoral support to students who need it. We will also continue to the run the Vulnerable Learners Network group whereby many students are discussed on a weekly basis and strategies are put in place to try and support them. A graduated response to behaviour will also continue to be in place to support the school culture but to ensure that there is a pathway of behaviour support for students who need it the most.</p>	1, 2, 3, 8

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

Budgeted cost: £7,6122 (inclusive of £6,080 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Pupil Premium Breakfast Provision	<p>There is strong research to suggest that students, particularly those from disadvantaged backgrounds do not always eat breakfast in a morning and in not doing so are not able to be suitably prepared to access learning.</p> <p>Every morning, we will offer our pupil premium students the opportunity to eat breakfast to encourage students to start the day positively and be able to access their learning in the best possible way.</p>	1, 2, 3, 8
2. Secure, and effective, attendance and punctuality policy in place.	<p>The DfE stated that one of the most effective ways to improve achievement is by improving attendance due to the research suggesting that there is a significant correlation between positive attendance and high attainment. Successful schools set up rapid response systems to address poor attendance including staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>Attendance and punctuality at the Academy are now led by a Vice Principal, and the Associate Assistant Principal. We will use a proportion of our Student Welfare Managers and Attendance Officer's time to support the attendance of our low attending disadvantaged students. PLD for Tutors will also be offered to ensure that all staff are</p>	2, 3, 8

	working to improve attendance. Alongside this, Bromcom will be used to support the analysis and recording of attendance in the academy.	
3. Monitor attendance and follow up quickly on truancies. First day response provision by personal contact rather than automatic for PP.	<p>Attainment for children cannot be improved if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step in closing the attainment gap between disadvantaged and non-disadvantaged students.</p> <p>Daily home visits will be conducted by the attendance team and the pastoral team to students with absences, longer term medical and students who are a cause for concern. We will also conduct visits to those who may not engage as well over the phone or come into school to meet. We do this due to the investment last year in an additional attendance officer and through deploying an Associate Assistant Principal to lead this area and to add capacity to the team. In addition to this, we will be recruiting a 3rd attendance officer to work across Maltby Academy and Maltby Manor Primary Academy. This role will specifically work on attendance barriers with families who have children in both schools.</p>	2, 3, 8
4. Reward students who improve their attendance.	<p>Students will benefit from having good attendance and will be rewarded with the opportunity to achieve house points and attend trips and events.</p> <p>Students who have the best attendance will always be in the hat to access the rewards that are offered to students on a termly basis. Weekly students will have their name added to the 'Awesome Attenders' board which students will see as they work their way through the Gate, each day, alongside</p>	2, 7

	weekly tutor rewards driven by the pastoral teams.	
5. Discounted Music Provision	The EEF says that there is good evidence to suggest that participation in the Arts can have a positive impact on academic outcomes in other areas of the curriculum.	1, 7
6. Promote opportunities for students through local business links	Research shows that a low proportion of disadvantaged students access higher ranking universities and research by the EEF suggests that aspiration interventions can have an impact on student progress. Throughout the Academy, departments are encouraged to offer a range of cultural capital enhancing opportunities to students. Whether this be through employer engagement events or through the year 9 'Better Learners, Better Workers' scheme, all students will gain access to employers at various times in the year.	1, 7
7. All students to engage with a university as part of the raising aspirations agenda	Research shows that a low proportion of disadvantaged students access further education, and this is especially low in the Maltby area, historically, with POLAR3 and POLAR4 values in the lowest quintile nationally. It also shows that a low proportion of disadvantaged students access higher ranking universities and research by the EEF suggests that aspiration interventions can have an impact on student progress. Throughout the Academy, departments are encouraged to offer a range of cultural capital enhancing opportunities to students including interactions with higher education providers. Whether this be through university representatives coming into school or the Academy taking students to other institutions, students will gain access to	1, 7

	universities at various times in the year.	
8. Renew the subscription to the online Parents' Evening booking system.	By renewing the subscription to the online Parents' Evening booking system, we arrange evenings where staff can speak to parents online, without the need to bring them into school. Where-as previously, some parents may not have taken the opportunity to come into school to discuss their child's learning, now they can do so remotely through this timely and efficient system.	1, 2, 3, 6, 8
9. Maltby Academy Alumni maintained.	Raising the aspirations of students with low aspirations can make the difference to life chances and open doors to good apprenticeships, college courses, universities and careers, leading happier, more fulfilled and successful lives. By the Academy maintaining an Alumni, we keep track of the destinations of our former students and the careers that they have entered. In doing this, we can offer them opportunities to come back into school to present their lives to our students to offer them inspiration to succeed and live successful and fulfilling lives.	1
10. Homework club staffed each day after school.	Many students do not have conducive study environments or the facilities / support at home and EEF research suggest extending school time and homework initiatives can have a positive impact on student progress. We know that some of our students either do not have access to appropriate technology or a suitable place to complete homework and therefore we have given them the opportunity to complete it in school through a daily homework club, that is staffed by our Cover Supervisors until 3:30pm.	1, 2, 3, 4, 5, 6, 8
11. Pastoral Manager appointed to lead student year teams and	A Pastoral Manager continues to be in post to ensure the consistency of approach between year times,	1, 2, 3, 8

add capacity to pastoral team.	build capacity and take an overview of the pastoral team, whilst supporting the senior leadership team. EEF research suggests that behaviour interventions and social and emotional learning can have a positive impact on the progress of disadvantaged students	
12. Robust, purposeful Transition process.	<p>Raising the aspirations of students with low aspirations can make the difference to life chances and open doors to good apprenticeships, college courses, universities and careers, leading happier, more fulfilled, and successful lives. Research from the EEF suggests that by investing in behaviour interventions, social and emotional learning and parental engagement, positive impact can be had with disadvantaged students.</p> <p>A select group of pupils each year have a targeted, bespoke transition programme which gives them an insight into the academy. These students are carefully identified to ensure the right package of support is in place, this has included evening tours and visits by our staff to their primary schools to deliver sessions with a view to forming positive relationships with students, parents and the primary staff.</p>	1, 3, 7, 8
13. Provide enrichment opportunities to ensure students engage with, and develop, cultural capital.	<p>Students will benefit from exposure to enrichment and cultural capital and research from the EEF confirms that aspiration interventions and collaborative learning approaches can have an impact with students. Offering a wide range of high-quality extracurricular activities will boost wellbeing, behaviour, attendance, and aspiration as well as building life skills such as confidence, resilience, and socialising.</p> <p>In addition to our after-school enrichment opportunities, we will continue to include enrichment built</p>	1, 3, 7

	<p>into the school day for year 7, 8 and 9. It will take place on Wednesday afternoons and allows students to participate in a range of sporting, academic and cultural activities from Boxing and Trampolining to Swimming and Special FX makeup. By including enrichment into the school day, it removes all barriers for our Pupil Premium students to be able to engage with and participate in weekly enrichment activities. Pupil premium students have also been financially supported to ensure they can access any paid after school opportunities, such as BMX. All period 3 Wednesday enrichments continue to be completely free (including materials) to ensure equal opportunities.</p>	
14. Embedding our academy Vision and Key Drivers.	<p>Research by the EEF suggests that aspiration intervention, behaviour interventions and parental engagement can have moderate impact for moderate cost. The embedding of the vision – To deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives and our Key Drivers of confidence, community, resilience, responsibility and aspiration were created with the input of all staff and students. The Vision and Key Drivers underpin everything that happens within the academy and is part of our whole school ethos. A new assembly programme package will help us to embed the vision as will having visuals ‘vision’ around the school, particularly in classrooms signage, quotes and displays etc.</p>	2, 4, 5, 8
15. Competition-based house system	<p>EEF Research states that participation in the Arts and Sport as well as social and emotional learning and metacognition and</p>	1, 2, 4, 7

	<p>self-regulation can have a large impact on the progress of disadvantaged students.</p> <p>The premium will fund a percentage of the delivery costs of our competition-based house system including a TLR for the House System Coordinator. The vision for our house system is to build an identity through competitions.</p>	
16. High quality careers education, information, advice and guidance.	<p>EEF Research suggests that aspiration intervention and parental engagement can have some positive impact on the attainment and progress of disadvantaged students.</p> <p>CEIAG is implemented in the Academy at different times through the year to supplement their curriculum. This takes many different forms and will involve the Careers Manager, alongside our L6 qualified personal guidance lead, as well as many other outside agencies to provide bespoke careers advice and education to meet individual needs.</p>	1, 2, 4, 5

Total budgeted cost: £350,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

1. Improve the quality of teaching and learning for groups of disadvantaged students.

At Maltby Academy we use the Maltby Learning Trust (MLT) Lesson Cycle. This is a standardised lesson structure that is informed by Rosenshine's Principles and is embedded, so that all lessons incorporate a sharp start, quality input, guided practice, with opportunity for independent practice. As part of this model, at regular stages within the lesson students are also provided with the opportunity to review their learning.

Leaders are up to date with the evidence informed practices that impact learning in the classroom and prioritise strategies that will maximise learning in our context. Teachers received a good balance of whole school PLD, personalised PLD and self-study - through the Trust's Impactful Actions document. Quality of teaching and learning was monitored, through a combination of short culture walks as well as longer lesson drop ins (paired where operationally possible), with SLT focussing on general pedagogy and subject specialists focusing on pedagogical content knowledge.

Leaders provide regular and effective training to develop staff's knowledge of how to support all pupils including those with SEND. Teachers revisit content regularly and provide lots of opportunities and support to enable pupils to revisit and recall what they have learned.

2. Staff to receive up to date, bespoke PLD on the best strategies for groups of disadvantaged students.

The PLD offer at MA over the last 12 months has been extensive and bespoke. The start of the year saw the revisit of the 5 micro scripts around classroom routines and culture in the classroom. We know that students, especially those with SEND, learn best when they feel safe and when there is consistency between teachers and classrooms are quiet and supportive. Later in the year PLD focussed on all aspects of questioning including participation ratio, checks for listening, choral response, checks for understanding and active observation. These assessment for learning strategies allow the teacher to adapt the lesson and to reteach misconceptions, or work with specific students who may be struggling. Whole school PLD is followed up with small group PLD that takes place during assembly time. Here we use IRIS clips to promote honest reflection and discussion about refining these strategies, as research shows that discussion and practice outside of the classroom is key to embedding these good habits. In addition, within departments, Pedagogical Content Knowledge PLD took place each half term. Experts in their subject areas shared with less experienced colleagues, or those teaching outside of their degree specialism, common student misconceptions and the most effective models and analogies to use to aid the development of schema around key ideas in focus topic.

3. Continue to embed an effective marking and feedback policy

In the past year, the assessment and feedback policy has been amended to remove deep marking as research shows that this is not the most effective way to move learning forward. Instead, teachers have had extensive training on active observation, which is circulating the classroom whilst students are engaged in practice, looking for specific terms that students should be using in their work and identifying common errors and misconceptions. Once found, teachers are using this within the lesson to reteach material and bring students with them, by calling on students to share top quality work. Whole class feedback also takes place every 5 lessons or once per half term, in which teachers will review a sample of class books including some with SEND and feedback to the class at the start of the lesson. reteaching any misconceptions. Assessments are detailed on the 39-week plans and interleaved, so that they are assessing learning over time across a range of topics. Literacy marking is still a focus of live marking and whole class feedback, and a standard set of marking codes are used, so that students are clear what these refer to. Teachers encourage students to self-assess and peer assess their own work in lessons, when reviewing sharp start tasks and 1zone work. This self-marking is important as it serves to indicate to students how to secure marks, especially at GCSE, but also encourages a mind-set of constant improvement.

4. Period 4 Achieve provision

Since the COVID-19 pandemic, an additional 50 minutes of lessons each day for Year 11 has been added to their timetable. This has helped students bridge gaps in learning, from absences and previous school closure. Last year we continued the provision, and the quality of these sessions was high, ensuring that high-quality teaching and learning was at the heart of it. The EEF review suggests that additional hours with a clear academic component leads to, on average, two months of additional progress. If this additional curriculum time had not been integrated into their school day, these students would have missed over a year of, in person, education over their school life, which would have had a significant impact on knowledge, understanding and skills developed.

5. Fully embed the Whole School Reading strategy in lessons across all subjects.

Literacy will be improved through our booklet curriculum in English. Every sharp start will have a different literacy focus to ensure that all elements of literacy are covered and taught.

Students will all have access to reading lessons in their life skills lessons. In some lessons, students will have structured reading that links to the life skills content. In some lessons, students will be given an opportunity to access our school library and choose a book to read, following the library rules. Fluency will be modelled to students by teachers.

Tutor time reading has been adapted based on staff voice. Students will now read one 'PD Reading' book over the academic year, to ensure that the book can be read in depth with conversations alongside the reading. Students will have opportunities for FASE reading during this and fluency will be modelled by staff. These texts focus on the concept of 'mirrors and windows', in which students are exposed to opportunities to better empathise and relate to

experiences of characters. Mirrors – being an opportunity to recognise ourselves in a text or character. Windows – an opportunity to learn about an experience or life that we otherwise wouldn't encounter.

A reading enrichment club will be offered to students and will be held in our library. This will be delivered by a member of the English team.

READ, WRITE INC intervention will take place in HT2, after the NGRT data has been finalised and reviewed. TAs who are trained with RWI will deliver bespoke sessions to small KS3 groups who are below their expected reading age. After a term, this will be reviewed, and students will take the NGRT test again to see how their ages have improved.

Reading role models are Y12 students, who are part of the student council, and have been reading with students in Y7 to promote a love of reading and support reading engagement. Supporting students during tutor time to stretch and challenge those with >112 SAS and to support students working between 90-100 SAS. Previously, students have engaged with challenging texts and used the reading strategies to better comprehend and infer meaning.

Creating word of the weeks for 25/26 based on the gate theme. The Whole School Reading Coordinator has created words for term one. This includes a definition, antonyms, synonyms and example sentences.

6. Fully embed the Whole School Oracy strategy in lessons across all subjects

Oracy roles will continue to be used alongside turn and talk, one of our whole school priorities. Oracy roles will be used whole school for in depth discussions around subject specific topics, and for students to develop their ideas and opinions. Turn and talk will continue to be used whole school as an opportunity for checks for listening and checks for understanding. This will be quality assured through the revised strategy for QA of T&L, through liaising with the Whole School Oracy Coordinator.

My voice matters. Every Thursday on the gate, students will be given an opportunity to voice their opinion on different topics, which will change every week: 'Talk Thursdays'. This is an opportunity for relevant student voice and for students to be heard.

The Speak Out challenge has gone ahead again, with a cohort of Y10 students who have taken part in a full day workshop on public speaking, and one student will make it to the national final in Leeds, competing against students from other schools.

7. Improve numeracy and mathematical ability

A continued focus on improving numeracy and mathematical ability produced measurable gains, particularly at Key Stage 3. Diagnostic and summative assessments strongly indicate that the mathematical performance of Key Stage 3 is increasing year on year. These year groups have experienced a coherent curriculum that builds on the knowledge, skills and understanding developed in their primary schools. Teachers report increased engagement and confidence among pupils across all year groups when approaching multi-step problems, consistent classroom strategies. However, outcomes also indicate that while progress in Key Stage 3 has been significant, there is still a performance gap at GCSE that must be closed.

8. Embed the effective use of online platforms - KS3

In the 2025-26 academic year, we will be transitioning all KS3 from Satchel One to Bromcom. This is to minimise the number of platforms parents will need to access to monitor their child's progress and engagements. These will still be multiple choice quizzes but based on the key subject specific terminology that has been identified by teachers. This feeds forward into lessons where staff can re-teach areas of weakness. As this will be a standardised approach across the Academy, this will allow for quality assurance of the setting of homework whilst allowing for effective analysis of student participation data. This data filters into our rewards strategy for students and allows us to automate the Investment in Learning score for the Homework strand. This data has allowed us to target key students in year 7, 8 and 9 who have not completed homework and to work with parents to generate solutions to some the reasons behind why students have not engaged. Students have access to an after-school homework catch up club four days per week.

9. Enhance the use of online packages from multiple subject areas to across the curriculum as an effective teaching tool for home learning - KS4

Generally, students who engaged with the online platforms Sparx and Tassomai did so to a high level, achieving high scores on tasks and aspiring to complete further tasks. Weekly leader boards were used on the morning gate for both Sparx and Tassomai to praise students who were engaging well, but also provided support in the form of a morning homework club for all year 10 and 11 students.

Considerable work was carried out to promote the use of Sparx Maths throughout all year groups. This included regular slots in assemblies, the opportunity for students to win prizes for engagement, the use of Sparx and Tassomai before school and after school, as well as follow up tasks and activities in lessons based upon misconceptions that the platform identified. Regular training was provided to staff using Sparx and the member of staff leading the Sparx provision for the Maths department met with a representative from Sparx to help audit the provision for students and offer support and advice for maximising engagement. Year 11 students who engaged more fully with Sparx tended to achieve better progress scores in their final GCSE exams than their peers who did not.

Improving recall has been a priority for the Science department over the past four years and Tassomai has again played a central role in improving recall and results. Students are expected to complete their daily goal at least 4 times a week to ensure that were revisiting their learning regularly.

10. Learning walks and book reviews, focusing on provision for disadvantaged students.

As in previous years, book reviews were undertaken in half term 2, where colleagues collaborated to review a wide selection of each other's books, across both KS3 and KS4, against a set of standards. Staff used the MLT presentational standard document to look at the quality and quantity of work. Following the half term 2 review, a big push in standards and a drive to live mark more in lessons, and use whole class feedback, to identify common areas

for improvement has led to an improvement in both the presentation of work and the quantity and quality of work in books.

Senior and Middle Leaders have been, throughout the academic year, undertaking regular learning walks and culture walks across all staff to quality assure the provision in the Academy. Longer drop ins allow staff to be provided with written feedback that document their strengths and areas for development going forward. Shorter drop ins see staff receive positive feedback through email whilst any areas of concern are addressed in person.

11. Embed consistent, behaviour systems to reduce low level disruption and secure behaviour and standards.

100% consistency, 100% of the time by 100% of the staff has been the mantra that has been embedded across the Academy. Behaviour systems and protocols work well and are constantly refined to maximise their impact. The use of Culture Walks by Senior Leaders provides drop ins and offer support to staff to improve practice. This continues to improve culture around the site. Lesson removals reduced by 25% in 2024-25 compared to the previous year, whilst the level of expectation of students in lessons and around site increased. Students who display behaviours which do not meet these high expectations are supported through the development of our Graduated Response through the Vulnerable Learners Network Meetings (VLN). This ensures the right level of support is given to all our students.

Rewards continue to hold a central place within our behaviour strategy with those going above and beyond being able to attend golden ticket events which take place every half term. These include activities, trips and visits for those that complete homework, obtain achievement points and have good attendance.

Targeted Academic Support:

1. Alternative provision in the Academy.

Bespoke support across the year groups has continued to develop, as our Graduated Response offer has grown in the Universal, Targeted and Specialist waves of intervention, both internally and externally. Our REACH and EXCEED provisions have continued to offer support to students with SEMH needs and our partnerships with alternative provision providers continue to strengthen. We use a blended approach of support through our provision in and out of school that enables students to access a high-quality education, whilst ensuring they receive appropriate support and intervention.

We currently have partnerships with external Alternative Provision providers such as Cirque Beauty Outreach which have provided on-site Alternative Provision, as well as external providers such as Developing Futures.

Our Exceed cohort also saw improvements in attendance of 10.8% from academic year 2023-24 to 2024-25 and a 93.3% decline in suspensions for the cohort compared to the previous year.

2. Student Pastoral Support

Maltby Academy's pastoral support continues to develop and grow to support the ever-changing needs of our students. Each year group has a designated Student Achievement Leader and Student Welfare Manager (with the year

group with the highest identified level of need staffed with an additional welfare manager), as well as well staffed Safeguarding and Attendance teams that contribute to the direction of intervention through our Vulnerable Learners Network (VLN) meeting process.

Our Graduated Response ensured the correct pastoral support was available for our students at the right time and enables the pastoral team to intervene appropriately to student need. The options within the Graduated Response are constantly developing to meet the needs of our students and included extensive interventions for concerns based on mental health, behaviour in and out of the academy, attendance and SEND. This works hand in hand with the Local Authority and other external bodies to ensure our vulnerable students are supported throughout their education.

3. Primary MFL Provision.

In September 2021 we standardised the Spanish Primary provision across all our feeder schools (including Maltby Craggs Community School, which is not part of the Maltby Learning Trust). Resources were coherently planned, and our teachers were deployed to deliver Spanish lessons to our local year 6 students. Feedback from participating schools is extremely positive, and representatives from our Primary schools were full of praise for the quality of teaching delivered. Lesson observations carried out by the Subject Leader of MFL have taken place through the academic year to ensure quality whilst also allowing for meaningful high-quality feedback to be provided. Students displayed very high levels of enthusiasm in their lessons and completed their work with confidence, particularly when developing their speaking skills. As a result of our primary provision, all Year 7 students are now starting their Key Stage 3 curriculum with a better awareness of the language and have a good range of vocabulary for their age group.

4. Monitoring system for Pupil Premium students.

Using Class Charts, Bromcom and other internal tracking systems has meant we were able to monitor and track cohorts, with regards to attainment, attendance, behaviour, house points and rewards, investment in learning, homework as well as those students who attend enrichment activities. Giving pupil premium students a high profile has allowed teachers to identify cohorts within their classes, and target them with these opportunities.

5. Improve literacy and numeracy skills of students in Key Stage 3.

The improvement of our students' literacy skills has been based on research around successful teaching and learning of literacy. This literacy provision continued in the last academic year and will continue to do so going forward. Across each year group, the percentage of PP students generating a SAS score of <88 is falling:

- Y7 - 11%
- Y8 - 6.9%
- Y9 - 5.2%
- Y10 - 3.8%

The Whole School Reading Coordinator will receive further Read, Write Inc. Training in half term 1 of this academic year, allowing for precise quality assurance of the systems and processes in place.

Targeted academic support in numeracy at Key Stage 3 has had a positive impact on disadvantaged pupils. Structured small-group and one-to-one interventions, aligned with classroom teaching, enabled pupils to revisit core concepts, strengthen fluency, and build confidence in applying mathematical reasoning. Teacher feedback highlights improved engagement and resilience in lessons, and pupil surveys suggest increased confidence when tackling problem-solving tasks.

Targeted Year 11 Tutor Time Core Achieve Provision as well as compulsory Period 4 sessions also supported students in developing students' mathematical skills in preparation for their GCSE exams and the consistent engagement of pupils with these sessions helped bolster achievement. Further work will be done over the course of the coming year to refine the quality of this further and ensure that disadvantaged pupils are benefitting as much as possible from these.

6. Identify underperforming pupils through the RAP process and target interventions, particularly for Pupil Premium students.

Regular RAP meetings between senior leaders and subject leaders allowed underperforming students to be identified promptly and allowed us to implement rapid interventions with students at risk of underachieving. All Year 11 strategies were underpinned by this process, and it allowed the right students to be identified, and impact is tracked.

Compulsory Period 4, Tutor Time English and Maths sessions and holiday and weekend interventions were some of the strategies deployed, in response to need, identified through RAP. We continued to provide study support materials, at regular intervals, prior to trial examinations, including the purchase of revision guides for all subjects that each student studies. Regular support for parents/carers was given at the Standards for Success evening alongside the usual parents' evening.

The impact of this strategy is evident in the outcomes which were very strong for the pupils that were in front of staff and engaging in interventions. There is still further work to do to improve attendance and ensure that hard to reach pupils and families don't get left behind.

7. Rigorously track higher prior attaining students.

We visited several schools locally to discuss their high attainer strategy and from this have developed a new high ability teaching and learning strategy. We are also continuing to work with the Trust to develop a whole Trust strategy for both our higher prior attainers and our subject specific more able students. We still have significant work to do surrounding tracking our provision, which will soon be done through UniFrog, to ensure that our students are exposed to a wide range of experiences and appropriate career opportunities throughout their time at Maltby Academy.

8. Tutor Time Provision.

The Tutor Time provision continues to be fully resourced, through bespoke year group Character Education sessions, Personal Development Reading, Assemblies, Votes for Schools and Standards reviews. Resources are created centrally, as part of the Personal Development Strategy and seamlessly connect the Life Skills curriculum and Awareness Calendar. The Tutor Time curriculum exposes students to Fundamental British Values, SMSC, Safeguarding Themes, Career in the Spotlight, Cultural Capital and Protected Characteristics. The personal development curriculum is carefully planned by a subject specialist meeting all statutory and advisory guidance. It teaches pupils how to be safe and healthy and helps them to make informed choices and effectively manage risk. Students in all year groups, access this provision, and are taught about citizenship, democracy and current affairs. Response sessions are regularly delivered to exploit key links between national and global events/celebrations and respond to local need.

With regards to planning and execution, clear 39-week overviews are communicated to staff, weekly QA drop-ins/ book-looks assess delivery, and all staff receive termly PLD. This ensures delivery is of an excellent standard and students receive a high-quality tutor time and taught lessons. The programme undergoes continuous refinement and regular staff, and student voice is scheduled to ensure all stakeholders have the opportunity to comment on the personal development programme.

9. Continue to refine the VLN process and graduated approach to behaviour

Research undertaken by the EEF suggests that removing barriers for students through various interventions can have a high impact on the progress of disadvantaged students.

The previous academic years have demonstrated excellent impact in the use of the Vulnerable Learners Network meeting (VLN). For 25-26 we will continue to implement our consequences-based behaviour system, offer PLD to staff, ensure active support are a constant, presence around the academy, offer counselling and pastoral support to students who need it. We will also continue to the run the Vulnerable Learners Network group whereby many students are discussed on a weekly basis and strategies are put in place to try and support them. A graduated response to behaviour will also continue to be in place to support the school culture but to ensure that there is a pathway of behaviour support for students who need it the most.

Wider Strategies:

1. Pupil Premium Breakfast Provision

We know that some of our students experience high levels of social deprivation and research suggests that students learn best when they have slept well and had a good breakfast. We have recognised that this poses a challenge for some of our students and their families and to help meet this need, we have provided Toast and Juice daily for those that require it, which can be accessed from every year group's area on entry to the school. Further work is needed to determine the impact of this strategy, however, the calm proactive start made by all pupils is in part down to this strategy providing an equal playing field for every student.

2. Secure, and effective, attendance and punctuality policy in place.

Effective and robust attendance policies and procedures for attendance are in place, with a specific policy to support Pupil Premium students. There are robust punctuality systems and procedures in place to ensure students realise the importance of good punctuality and to penalise those that do not turn up on time. Our attendance team are actively communicating with the community every morning to encourage students to come into school on time, and students receive explicit teaching on the importance of punctuality. Same day detentions are in place as a sanction for lateness, which has significantly reduced lateness to school but we recognise further work around this is needed in 2025-2026 for focus students.

3. Monitor attendance and follow up quickly on trancies. First day response provision by personal contact rather than automatic for PP.

Communication between the expanded attendance, safeguarding and pastoral teams regarding student attendance has improved due to the staffing levels within these areas and opportunities for sharing information, expertise and solutions within the academy's Vulnerable Learners Network (VLN) meetings. We have also introduced a focused Attendance VLN, lead by the Associate Assistant Principal and the Attendance Team, working closely with the pastoral teams to ensure early detection, and timely effective interventions for emerging students.

Attendance staff take a more active role in the community to prevent non-attendance and truancy. Improvements in presence from SLT and pastoral staff on and around the school site, alongside a tightened duty system has reduced truancy rates.

Increased staffing within the attendance team has increased capacity for home visits for absent students, as well as the ability to work with families to reduce persistent absence. We recognise further work around this is needed in 2025-2026.

4. Reward students who improve their attendance.

For the past few years, we have ensured that we have built attendance and punctuality into all rewards across the school through the golden ticket scheme. This allows students to access several different experiences at the end of each half term if they have met a number of our expectations. We recognise further work around attendance is needed in 2025-2026 but this is one strategy that we will continue to use to help improve it further. Alongside this, in HT6, we trialled our MI5 cohort 'Most Improved 5' for a year 10 group – it proved highly effective in communicating clear messages around importance of attendance and rapidly improving attendance for these students.

5. Discounted Music Provision

Learning a musical instrument offers numerous benefits, including improved memory, enhanced concentration, and better coordination. It fosters discipline and patience while boosting creativity and emotional expression. Playing music also reduces stress and can increase confidence through performance and mastery. Additionally, it strengthens cognitive skills that support academic and

lifelong learning. During the last academic year, we were able to offer discounted peripatetic music lessons to disadvantaged students.

6. Promote opportunities for students through local business links

All Y11 and Y13 students access careers interviews with an established external colleague with L6 personal guidance. Careers education, information, advice and guidance was provided at these interviews to support students of all abilities and backgrounds. Y11 careers interviews focus on both Post 16 destinations and students' possible Post 18 options too, allowing them to consider pathways to higher education, higher level apprenticeships and employment. Y13 are supported in exploring their Post 18 options through Tutor Time and Life Skills provision.

Y12 students continued to be given the opportunity to access to virtual work experience, in person work experience and programmes such as Discover Sheffield exposed them to top Universities. Y11, Y12 and Y13 students were given the opportunity to visit Cambridge University (90+ attended) and Y12 were given the opportunity to attend a full experience day at Sheffield Hallam University (70+ attended). All Y10 students accessed the RNN taster day, exposing them to further education options.

We also enrolled a group of year 9 students in the Better Workers, Better Learners programme which is an employer-led programme that provides young people with the knowledge, skills and attitudes they will need to be successful in the world of work. Exposing our students to a broad range of career opportunities and experiences has meant our students are better informed when making choices about their future. Following the success of this programme, this will run again next academic year.

Through our Careers Fairs and Speed Networking events we have made and sustained invaluable links with local businesses and employers. This has added to the depth and breadth of encounters our young people are exposed to.

7. All students to visit a university as part of the raising aspirations agenda

Sixth Form students have visited several universities in the past year to raise the profile of university as an option. Their Life Skills and Tutor programme also supported explorations of options and applications. All Y11 and Y13 students access careers interviews with an external colleague from L6 Careers Advisor. Careers education, information, advice and guidance was provided at these interviews to support students of all levels and backgrounds and to encourage exploration of all progression options available to them.

Several other university visits have taken place, to provide students with a wider understanding of options available to them. For example, Health and Social Care took students to explore course and career options at Leeds University linking boys to Psychology. Similarly, a group of year 9 students were taken to the University of Sheffield linked to our HEPP access. However, there is still work to be done to give all high attaining students access to a Russell Group university. According to our latest Gatsby benchmark evaluation, more students have now had access to Universities and HE than previous, however we need to continue to work here.

8. Renew the subscription to the online Parents' Evening booking system.

The online parents evening system was renewed and has allowed us to reach over 80% of parents to maintain regular, effective contact with them. All parents evening have taken place using this effective online system, which has led to clear and timely communication between subject teachers and parents/carers.

9. Maltby Academy Alumni maintained.

Through social media posts and through access to a form on the Academy website, former students of Maltby Academy have signed up throughout the year to support us with the alumni strategy. Some of these former students met with current students as part of careers events and spoke to students specifically around their opportunities beyond school, raising motivation, improving confidence, and inspiring them to work to reach their potential. We recognise further work around this is needed in 2025-26, and we will continue to look for new alumni members during the academic year.

10. Homework club staffed each day after school.

Investing in staffing a homework club, each day for one hour after school, gave pupils, especially from disadvantaged backgrounds, a safe and conducive environment in which to continue their studies with quality support from staff. This resource enabled many students to complete homework that would otherwise not have been possible for students who did not have an appropriate device or place to work at home.

11. Pastoral Manager appointed to lead student year teams and add capacity to pastoral team.

The expansion of the pastoral team has enabled a greater depth to the Graduated Response, improving monitoring of student concerns and improving staff capacity to intervene appropriately. The Pastoral Manager has been able to support year teams, and liaise with attendance, safeguarding and SEND staff to identify students for timely intervention, as well as ensuring a consistent approach to pastoral support throughout the academy.

12. Robust, purposeful Transition process.

The 2023-24 transition process saw an overhaul of the previous provision with the intention of increasing student exposure from an earlier age and providing a holistic experience for year 6 students.

The impact of this has been evident in 2024-25 with strong relations between both feeder and non-feeder primary schools and a 'buzz' around attending events at Maltby Academy.

The academic year is bookended with meeting with Primary Principals, members of our Senior Leadership Team and members of the SEND and Alternative Provision teams. This aim of this meeting is to share key dates, rational and evaluate the process that has and is to take place moving forward.

VLNs (Vulnerable Learners Network) meetings take place a minimum of twice per annum with all feeder Primaries. These meetings facilitate a discussion around every single pupil and their individual needs. Pupils who require a

bespoke transition package or financial support are highlighted at this meeting so early intervention can take place.

Early Enhanced Transition targets year 3 and year 4 students through a nomination basis. These students were able to attend the Academy at various times throughout the academic year to take part in sessions that draw from national curriculum content with a diluted introduction to the Academy's values and expectations. Year 5 are able to experience a two-day STEM event giving them exposure to 4 subject different areas.

Year 6 preparatory transition is a values-based curriculum with the intention of welcoming pupils into the Academy and establishing routines for success. Key leaders visit each Primary for whole cohort VLN meetings. This enabled us to gather individual profiles for each student to inform support prior to transition and to establish individual student needs. Enhanced transition for selected SEMH students, and those in receipt of pupil premium funding allows some students to take part in the Bridging Project with our SEND team. Additional wrap around care is provided for anxious students through well-being walks and pre-work sessions to build relationships and provide support/ signposting for all stakeholders.

13. Provide enrichment opportunities to ensure students engage with, and develop, cultural capital.

Throughout the year, teaching staff who were not teaching a period 4 to year 11 each week, had enrichment time built into their directed time. This allowed staff to put on a number of bespoke enrichment opportunities to students from engaging with performances or sporting clubs to eSports and the Fun and Games club.

Student voice and data showed low attendance at our after school enrichment clubs, with transport and collecting younger siblings being cited as some of the main reasons that students didn't attend. To overcome these barriers and ensure that students are getting the opportunities to learn new skills and develop their confidence, team building and leadership skills so in response we built enrichment into the timetable in the 2024/25 academic year, for students in year 7, 8 and 9 and this will continue into 2025/26.

14. Embedding our academy Vision and Key Drivers.

Throughout the academic year, we continued to embed our academy Vision and key drivers of aspiration, confidence, community, resilience and responsibility. By doing this we start to develop the aspirations, self-esteem and growth mind set of our disadvantaged students. This were created with the input of all staff and students and they have underpinned everything that has happened within the academy. This vision sets the highest expectations for all students and is part of our whole school ethos and aids the academy in consciously avoiding stereotyping disadvantaged students by referring to them as a group.

15. Competition-based house system

Throughout the academic year, we continued to drive our House system, through competitive and engaging challenges for all students. By doing this, we are raising the awareness of our MA Key Drivers and help to build stronger links with our broader MA community. Our student led approach, offered our young

people the opportunity to mould their House system, delivering break and lunch time challenges, as well as driving community-based initiatives, such as the Food Bank and the Christmas gift appeal.

16. High quality careers education, information, advice and guidance.

Previously, we bought into Progress Careers external careers guidance. This academic year, we are bringing this in house, with both internal and external advisors. All Y11 and Y13 students will have their 1 to 1 careers interviews, in a timely manner to ensure they are making informed decisions around next steps. This will be complimented with a robust and responsive careers programme through tutor time. The Careers programme is mapped and tracked across all year groups and cohorts, and offers students a wide range of encounters with a wealth of employers, business and FE/HE providers.

Externally provided programmes.

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>During the last academic year, the service pupil premium allocation was spent on:</p> <ul style="list-style-type: none"> • Ensuring an overstaffed pastoral structure and support system at the Academy. This allows for academic support from their Student Achievement Leader, as and when this is required. In addition to this social and emotional support is available to children through their Student Welfare Manager, as and when this is required. • Opportunities, where necessary, to access specialist services including counselling. • Funding after-school activities that support the specific needs of armed forces children, e.g. aspiration – Homework Club
What was the impact of that spending on service pupil premium eligible pupils?	<p>The DfE introduced service pupil premium in recognition of the specific challenges children from service families face, and as part of the commitment to delivering the Armed Forces Covenant. The service pupil premium has helped the Academy give additional support to service children that need it, as when this may occur. For example, this could be through offering pastoral support during challenging times and this has helped to mitigate the negative impact of family mobility, separation or parental deployment on service children.</p>

Further information (optional)

N/A.
