Maltby Academy

Exceptional Experiences, Successful Lives

Resilience	Aspiration	Responsibility	Confidence	Community

Maltby Academy – Pupil Premium Review – 2020-21

Whole-school ethos on attainment for all	Addressing behaviour and attendance	High quality teaching for all	Meeting individual learning needs	Deploying staff effectively	Data driven and responding to evidence	Clear, responsive leadership

Contents

1 – Our approach to the Pupil Premium Allocation

Maltby Academy receive 'Pupil Premium' funding for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged, compared to their wealthier peers in school. The Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Maltby Academy.

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 indeed registered. Nationally, one in four children comes into this category. It is important to recognise that these pupils span the entire ability range.

Many of our students are eligible for Pupil Premium 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 most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school, 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, suggesting that young people from Maltby are significantly less likely to enter higher education.

This funding we receive is given in recognition of the fact that, nationally, disadvantaged children do not perform as well as their non-disadvantaged peers. Pupil Premium is spent within the context of the overall funding agreement between the DfE and Maltby Academy.

In 'The 3 tenets of effective Pupil Premium practice', we have implemented Bromley's suggested 3 point action plan to include:

1. Identification of our PP cohort (section 2.2) and the barriers they face (Section 2.5)
2. Intervention strategies based on EEF research and toolkit, the 'National Foundation of Educational Research' NFER Building Blocks of Success (at the top of the front page) and previous PP spend impact
3. Our success criteria (section 3)

2 – Students at Maltby Academy in Receipt of Pupil Premium - 2020-21

2.1 - Pupil Premium Over 5 years

Pupil Premium Grant	Approximate number of pupils	Average Per PP pupil (£)	Total grant (£)
2016 - 2017	319	£900	£298,265
2017 - 2018	329	£935	£307,615
2018 - 2019	335	£935	£313,225
2019 -2020	361	£935	£330,990

2.2 - The Pupil Premium Allocation for 2020-21

In receipt of free school meals in the last 6 yrs (EFSM6)   £935
Looked After Children (LAC)   £2300
Adopted   £2300
Children of armed forces personnel   £300

Academic Year 2020-21						
Year Group	7	8	9	10	11	Total
Number of students on roll Years 7-11	209	199	196	177	171	925
Number of students eligible for Pupil	84	81	77	58	61	361
% of Pupil Premium	40.2%	40.7%	39.3%	32.8%	35.7%	38.3%
Pupil Premium Budget	£330,990					

2.3 - Summary Information				
Academic Year	2020-21	**Total PP budget**	£330,990
Total students	925	**Students eligible for PP**	361
Planned Expenditure	£305,772	**Contingency for in year**	£25,218

2.4 - Impact of the Pupil Premium - 2020-21		
	Students eligible for PP (MA)	**Students not eligible for PP (national**
KS2 fine point score (equivalent)	4.61	4.80
Attainment 8 score average 2021 outcomes	36.2	51.9
Basics 4+ / 5+ 2021 outcomes	51% / 28%	82% / 57%
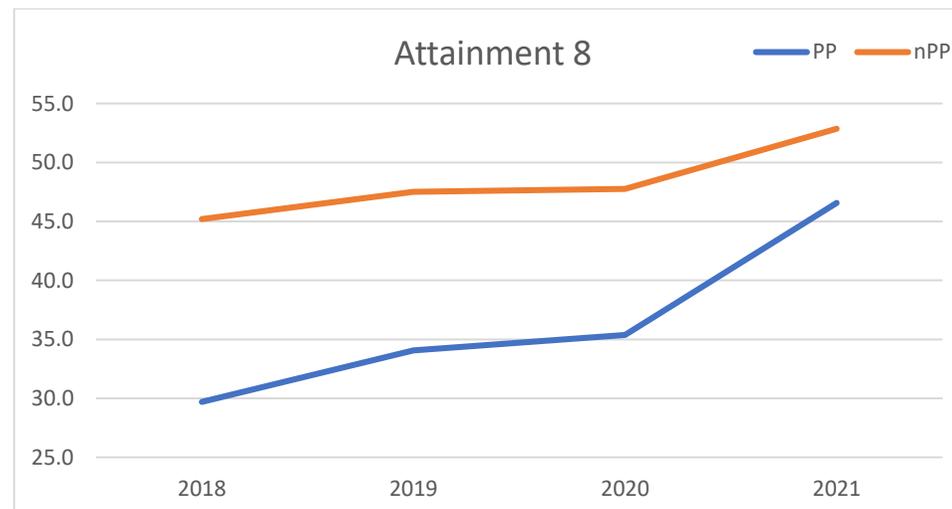
As can be seen from the graph above, our disadvantaged pupils are working towards diminishing the in school gap; however, they remain behind their non-disadvantaged peers. This is echoed nationally and the stark picture is that the pandemic is likely to have reversed progress made in narrowing the attainment gap, nationally, over the last decade, and the fantastic gains made at MA over the last 2 years.

The EEF reported that the gap nationally could widen by as much as 75%. The hard work we have put in at Maltby Academy has limited the impact of the global pandemic.

	2.5 - Barriers to Future Attainment (for students eligible for PP)
	2.5.1 - Academic Barriers (issues to be addressed in school)
A.	Low aspiration: many of our pupils arrive with low aspirations
B.	Poor literacy skills: disadvantaged pupils arrive significantly below others in their English skills. We have a high proportion of low prior attainers in the Pupil Premium group and a small proportion of high attainers. Many pupils eligible for the Pupil Premium have reading ages significantly below chronological. Whole school focus on quality of written and spoken communication in the 'Oracy programme' launchedacross the academy.
C.	Pastoral: Many of our pupils 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 witout eating breakfast, need mentoring/counselling for these issues.
D.	General Numeracy especially of Low Prior Attaining Pupils: Pupils arrive Sig- in Maths skills and we have a high proportion of very low ability pupils eligible for the Pupil Premium who have not made enough progress in Maths.
E.	Homework/Revision/Organisation: There is an in-school gap for pupils eligible for the Pupil Premium around homework, behaviour logs and performance in exams meaning that pupils need support with homework, in-class support and further strategies on revision.
F.	Lack of confidence and determntion. Lack of resilience.
G.	Underachievement from KS2 compared to their non-disadvantaged peers. Disadvantaged pupils have significantly lower attainment on entry.
H.	Lack of enrichment opportunities and cultural stimulation.
	2.5.2 - Additional Barriers (issues which also require action outside school)
A.	Attendance: There is an attendance gap between our PP and non-PP pupils. This gap is most significant for PA pupils.
B.	Enrichment: Many of our pupils eligible for the Pupil Premium have not had a wealth of life experiences and do not have high vocabulary standards.

2.5.3 - Intended Outcomes		Success criteria
A.	Improve literacy and numeracy skills.	Increase the overall percentage of students achieving the basics measure. To diminish the gap between disadvantaged and non-disadvantaged students on each measure. Cross curricular delivery of the Oracy Agenda. Cross curricular plan for the development of numeracy skills.
B.	Increase aspiration of students.	Robust Career Education Information Advice and Guidance (CEIAG) provision in place to meet the needs of students in all year groups. Regular access to university and business links for students. Development of student leadership.
C.	Improved outcomes for high prior attaining disadvantaged students.	Increase the Progress 8 score for higher ability students to above floor. Close the gap between performance of high ability PP and high ability non-PP students on key measures.
D.	Improve the attendance of disadvantaged students.	Attendance for all in line with national and the gap between disadvantaged and non-disadvantaged students diminishes.

3 – Review of Expenditure

How effectively did we use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies in the 2020-21 academic year?

3.1 - Quality of Teaching for All

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
Staff receive up to date, bespoke CPD on the best strategies for groups of disadvantaged pupils.	Teachers can expertly adapt their teaching to suit the needs of individual disadvantaged pupils	Research published by the EEF and NFER show many effective approaches used to improve outcomes for disadvantaged pupils	Staff CPD feedback on questionnaires. Pupil outcomes. Staff line management meetings and performance management reviews.	Regular CPD for all staff was a huge success and enabled teaches to improve their classroom practice through implementing evidence based educational research. This will continue into next year.	£4,500
Lesson Drop Ins and work scrutiny	Monitor the quality of teaching delivered to disadvantaged pupils	This approach will help to identify additional support needed for disadvantaged pupils and staff working with them	Lesson Drop In reports and work scrutiny. Evidence from QA.	Regular learning walks with timely, high-quality challenge and support for staff helped to improve the quality of teaching and learning through the year. This will continue into next year.	£2,900
Launch the Oracy Structured Talk programme through the English department.	Raise the agenda of the power of language and empower pupils to use aspirational vocabulary	Research has shown the literacy agenda is a key driving factor in raising the attainment of disadvantaged pupils	English department to drive the programme. Lesson Drop Ins.	The oracy programme was not launched until half term 5, but very quickly it showed that it will be a significant contributor to educational improvement, especially for	£3,700

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				our disadvantaged pupils and boys. This will continue into next year.	
Drop Everything And Read (DEAR) programme	Raise the profile of reading throughout the academy, improving the confidence of pupils and raising their reading ages	The DfE report 'Reading Matters' published in 2015 suggests that ''One in five children still leave primary school unable to read at a standard that will ensure they are well placed to succeed at secondary school.''	Built into curriculum time. All pupils to complete each week.	We were not able to implement the Drop Everything And Read initiative this year due to the COVID-19 pandemic and not being able to have full access to reading books of multiple bubbles. We will consider this strategy for next year.	£5,000
Embed an effective assessment marking and feedback policy	To promote progress over time and close PP gaps in school	Evidence from the Education Endowment Foundation (EEF) toolkit shows effective feedback has the highest impact relative to cost	Coherent policy across the Trust. Effective training of staff Regular sharing of good practice.	We were not properly able to implement effective embedding of the marking and feedback policy this year due to the COVID-19 pandemic and staff not being able to handle pupils' work within 48 hours of pupils using it and vice-versa. This will be embedded next year from September.	£2,400
Secure a sound knowledge and understanding of assessment objectives	To ensure we are well informed from the first years through reform and the curriculum is robust to ensure	There have been a lot of changes across the curriculum; staff and students need to be focussing on the right content	Coherent policy across the Trust. Effective training of staff Regular sharing of good practice.	Pupils and staff were in a strong position, using lessons learned to ensure a secure knowledge of assessment objectives.	£5,200

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
within reform, through staff training	students are prepared for expectations of Key Stage 4.	and skills in order for the students to succeed	More regular assessment in class. Empower students as independent, confident learners.		
Continue to develop pedagogy and practice for effective wave 1 teaching, learning and assessment to promote progress.	To ensure all teachers meet the teaching standards and lessons are high quality, across the Academy, for all students.	National Foundation for Educational Research (NfER) analysis found that schools that are more successful in promoting high attainment, promote high quality teaching for all and that poor-quality teaching has a disproportionate effect on disadvantaged students	Quality assurance, monitoring and evaluation. Bespoke training linked to QA outcomes. Whole staff training on identified areas from QA. Whole school training on SEND Access to South Yorkshire Learning Hub, Partners in Learning teaching school and ITT programmes.	The 'quality first teaching' drive was a very successful one, focussing on the experience of pupils in the classroom and ensuring teachers are striving for 100% consistency,100% of the time.	£3,700
LAC pupils in KS4 receive vouchers for 1-to-1 tuition	LAC attainment gap to national reduced.	1-to-1 tuition has been shown to have a significant impact on pupil attainment.	Regular reporting on LAC progress	We were not able to implement the one to one interventions outside of school due to the COVID-19 pandemic. These pupils did however receive one to one or small group interventions in school.	£1,700
Breakfast Achieve session. Pupils supported to work. Breakfast provided.	Quality or revision and homework for Y11 disadvantaged pupils improved.	Research shows students from low income families perform better when provided with breakfast.	Departments contribute to the provision. KS4 achievement leader present. Attendance monitored closely.	The Breakfast Achieve sessions were effective in ensuring the most vulnerable pupils received a supportive start to their day in a safe environment. It also helped to break	£1,250

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				down barriers to non-attendance for this cohort. This strategy will continue into next year.	
Achieve programme after school.	Extra lessons after school each evening with department teachers focussed on key curriculum areas	Students benefit from additional support on top of timetabled lessons with resources and knowledgeable staff.	Programmes published to pupils and families. Whole year group priority.	The Achieve programme was highly effective in raising standards and improving outcomes for pupils and provided a safe environment for pupils to engage in extra learning with subject specialist teachers. It was so effective in fact that this strategy will develop into next year to a compulsory period after school for all Y11 pupils.	£4,200
Establish a common and consistent BFL strategy to reduce low level disruption and secure academy standards.	Reduce low level disruption and secure Academy standards Refocus young people on learning and progress. Ensure students are prepared for learning	In successful schools there is a strong commitment to doing everything possible to remove barriers that hinder a student's development, (e.g. attendance and behaviour).	Implement and embed a positive behaviour and rewards policy across the school. To deliver high quality training to the new Pastoral team and monitor performance. To ensure provision for individual SEND students supports their needs, in terms of Individual Education Plans (IEPs).	There was a significant reduction in low level disruption in lessons as evidenced through drop-ins and deep dives. This strategy will continue into next year with a development in the focus to ensure that all pupils are 100% invested in learning and pupil apathy is not evident anywhere in the academy.	£11,500

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
Vice Principal recruited to head Personal Development, Behaviour and Welfare	Increase disadvantaged attendance to be in line with the national average of non-disadvantaged students.	In successful schools there is a strong commitment to doing everything possible to remove barriers that hinder a student's development, (e.g. attendance and behaviour).	Attendance figures and PA figures will show impact	The recruitment of a Vice Principal was crucial to ensure that behaviour and welfare could be a key focus. This allowed the strategic overview of initiative and routines. This strategy will continue into next year.	£30,000
Embed Hegarty Maths into the numeracy curriculum and use as effective teaching tool for home learning	Improve pupils' confidence with maths and enable them to access quality teaching and learning tool from anywhere. Improve submission rates of Maths homework.	Home learning has been shown to have a significant impact on pupil outcomes	Check of usage for the academy compared to school nationally half termly. Weekly year group leader boards.	Hegarty Maths proved to be a highly effective tool in supporting teaching and learning in the classroom at home. This was especially the case through lockdown. Subscription will continue into next year.	£1,250 + £500
Launch GCSEPod through the academy. Focus on English, Humanities, Science	Access high quality video clips in school and from home, to improve learning.	Short revision video clips have been shown to impact positively on retention of knowledge	Teachers will guide students to the content that is most useful for their specific examination specification, and we encourage students to speak to their subject teachers about GCSEPod and how best to use it for revision in each subject	The potential impact of GCSEPod was diminished by the COVID-19 pandemic. This was because there could be no common re-launch to all pupils in assembly and also as launching Microsoft Teams was a more pertinent focus (as that was the vehicle for all online live lessons). This will be re-visited next year.	£3,823 + £500

3.2 - Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
Improve literacy and numeracy skills of students in Key Stage 3	To improve literacy skills of students so that they can access the curriculum. To ensure students transitioning from Primary who are behind their peers catch up quickly. To promote a love of reading All students are literate on leaving the Academy giving them the best opportunity to succeed.	Evidence from the EEF toolkit shows that metacognition and self- regulation strategies have high impact for low cost, plus oral language interventions and reading comprehension have moderate impact on learning for low cost. The OfSTED update report of 2014 showed that the most successful schools ensure that students catch up with the basics of literacy and numeracy.	Leadership and delivery of reading lessons, across all KS3 classes, through the English curriculum. Reading tests on entry to support teacher planning for differentiation. Choice of reading that engages students of all groups/ages.	Impact diminished by the COVID-19 pandemic and the inability to share books between bubbles. This strategy will be re-launched next year with an even greater degree of success, especially as it fits hand-in-hand with other academy priorities.	£2,200
Alternative provision in the Academy	Improved outcomes for students where there is a risk of significant underachievement Improve attendance of students and also their investment in learning.	Investing in these students within a specialist offsite external provision will give them the change of environment and alternative, bespoke curriculum they need short term to support them to make the best progress.	These interventions will be constantly reviewed to ensure their continued effectiveness and modified, if necessary	Alternative provision from a third-party provider fell through mid-way through the year meaning that this action had limited impact beyond our control.	£38,300
Identify underperforming pupils through the RAP process and target interventions	To increase the percentage of students achieving Basics at Grade 4+, 5+ and 7+ in KS4. To ensure students have the skills required to access all other areas of the curriculum and prepare them for life-long learning	NfER findings show that more successful schools use data to identify learning needs at every opportunity. All students are required to achieve grade 5+ in English and Maths or they will be required to re-sit at Post 16. English and Maths	Detailed tracking throughout KS4 of cross over and vulnerable group performance. Targeted interventions during lesson, After School Achieve, form time and holidays. Provide study support materials at regular intervals prior to trial	The RAP process was put on hold through much of the lockdown period meaning that this had limited impact compared with other years. Next year this will return to normal. Usually this is one of the greatest impacts in the	£2,300

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
	To increase parental involvement in preparing students for exams.	skills give access to courses at Post 16. Evidence indicates those receiving good parental support perform better.	examinations including use of GCSE Mindset resources. Regular support for parents/carers at information and parent evenings. Live trials in core prior to trial exams to build confidence.	academy since its launch 3 years ago.	
Track higher prior attaining students from KS2 rigorously	To ensure students access higher grades across all subject areas and know what they need to do to improve. To increase the Progress 8 and Attainment 8 of higher ability students across the school.	OfSTED update report of findings across the country shows a lack of support for Key Stage 3 higher ability students leading to underperformance at Key Stage 4.	Detailed tracking from Key Stage 3 of the performance of higher ability students and subgroups within this category e.g., High Attaining Pupils (HAP) and PP; HAP and SEND; HAP and boys. Focus on challenge in the classroom and use of assessment objectives to focus students on accessing the higher grades. Raising aspiration agenda through quality CEIAG.	Higher attaining pupils made good progress in the 2021-21 TAGs. The P8 figure for HAPs was +0.16. This work with higher attaining students will continue into next year. HA PP students' P8 figure was -0.54, so this will be a key area of focus for next year.	£1,800
Tutor time programme and ILP launch and study skills sessions	To ensure that disadvantaged students are provided with a toolkit for successful learning at Key Stage 4. To support students' revision and consolidation of learning.	EEF toolkit shows that the development of metacognition and self-regulation skills has a high impact on learning for a low cost.	Empower independent learners through the introduction of Integrated Learning Portfolio (ILP) with Y11. Focus on use of knowledge organisers and self-regulation of learning/revision. Train staff on the effective use of knowledge organisers at October INSET day.	For Y11 pupils the tutor time was highly effective in supporting core outcomes as Maths and English teachers were tutors of this cohort. This enabled disadvantaged pupils to receive extra, quality, core, input. The wider tutor programme was key around disadvantaged pupils developing the academy key drivers of resilience, aspiration,	£3,600

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				confidence, a sense of community and responsibility through Vote for Schools and Character Education etc.	
Provide free revision guides for targeted students at KS4.	To ensure that disadvantaged students are provided with a toolkit for successful learning at Key Stage 4. To support students' revision and consolidation of learning.	Revision and learning materials to support revision form a significant part of pupil progress	Student voice. Parent voice. Outcomes.	All disadvantaged pupils in KS4 received revision guides, which meant that they were not disadvantaged further for financial reasons. This will continue next year.	£13,000
Subscribe to and launch the Accelerated Reader Programme	Foster a love of reading in pupils and raise reading ages and greater access to the curriculum.	The EEF suggests that strategies to boost disadvantaged pupils' reading comprehension could have a positive impact on their achievement in all subjects.	Track usage of the programme. Track reading ages over time.	We decided not to buy into the Accelerated Reader programme, but subscribed to the NGRT tests instead. This will be the same for next year as the NGRT tests have proved to be a success in terms of assessing students, informing interventions and increasing reading ages of pupils.	£1,000

3.3 - Other Approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
Secure an effective attendance and	To improve attendance across the Academy with a	The DfE published one of the most effective ways to improve achievement is	Tracking of attendance across the Academy.	The attendance and punctuality policy was effective, however, it was	£41,000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
punctuality policy in place	focus on PP and SEND students. To ensure that students are present to enable them to learn.	by improving attendance. Even the best teachers struggle to raise attainment of students who are regularly absent.	Pro-active flexible action plan and early intervention to target groups of students who are below national attendance or dips. Focus on reducing PA to below national. Link attendance to rewards and celebrations, giving it a high profile. Regular contact with parents, use of key workers, CAMHS, safeguarding lead.	not implemented as effectively as it could have been due to staffing issues in the attendance team through the COVID-19 pandemic. This strategy will continue into next year, where its effectiveness will be closely monitored. This remains a key priority for the pandemic.	
Monitor attendance and follow up quickly on truancies. First day response provision by personal contact rather than automatic for PP.	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students	Attainment for children cannot be improved if they aren't attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Communication between attendance officer, safeguarding and pastoral staff about absence issues. Same day calls about attendance progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Letters about attendance to parents/guardians. Visit PA students at home to discuss attendance with parents/guardian and explore barriers and possible solutions.	The close monitoring of attendance and punctuality was not implemented as effectively as it could have been due to staffing issues in the attendance team through the COVID-19 pandemic. This strategy will continue into next year, where its effectiveness will be closely monitored. This remains a key priority for the pandemic.	£41,000
Reward students who improve their attendance	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates	Students will benefit for having good attendance.	Analyse the attendance figures to verify impact.	Rewards proved to be a great success through the 2020-21 year and pupils earned vouchers to spend, cinema events, ice-cream	£3,600

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
	for PP and FSM students			van, pizza, etc. for attendance, punctuality, investment in learning etc. This will continue into next year. It is important that pupils are rewarded and that disadvantaged pupils particularly experience success and the rewards for hard work.	
Show My Homework license purchased and launched	Show My Homework is aimed to improve the quality of homework set and increase submission rates. This will ensure that homework has a positive impact on learning. Pupils will also improve their independent learning skills.	The system will improve parental engagement, make feedback easier to give to pupils and improve and increase homework set. All of these are shown to have a moderate impact on learning by the EEF for low cost.	Students will be set homework in line with the school policy. Show My Homework allows leaders to quickly quality assure how staff follow the policy and the quality of work set. Improved homework completion will lead to increased reward points. Reports are also available to leaders including the completion rate of groups of students, such as disadvantaged	Show My Homework, or Satchel One as became known, was effectively used through the year, especially through lockdowns, to ensure that all pupils and parents were fully aware of what homework was set and what the expectations were. This strategy will continue into next year and will even expand as restrictions are lifted following the pandemic.	£7,500
Personalised support and mentoring for each PA eligible for PP via attendance	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates	Attainment for children cannot be improved if they aren't attending school. NfER briefing for school leaders identifies	Tracking of attendance across the Academy. Communication between attendance officer, safeguarding and pastoral staff about absence issues. Form tutors track attendance weekly.	The remote nature of lockdown limited the effectiveness of this approach; however, every effort was made to maximise its effectiveness.	£4,000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
support, tutors, student welfare manager.	for PP and FSM students	addressing attendance as a key step.		Regular phone calls were made to pupils to ensure that they had regular contact with the academy, but to fully benefit from this action, COVID restrictions must be lifted. Attendance remains a key priority moving forwards and this will continue next year.	
Promote opportunities for students through local business links and universities.	To raise aspiration and participation of students across the Academy.	Research shows that a low proportion of disadvantaged students access higher ranking universities.	Links to outside agencies to deliver high quality CEIAG provision to all year groups with the aim of providing at least 4 high quality interactions per student in their school career. Targeted high-quality careers interviews for Y11. Disadvantaged students exposed to employers from different sectors, also university visits and talks.	Strong links built over time with local businesss, the Maltby Academy Alumni, The University of Sheffield, Sheffield Hallam University and HEPP were not maximised this year because of the COVID-19 pandemic, which meant that visitors could not come in to work with pupils and pupils could not visit workplaces, colleges or universities. Next year this strategy will be re-launched.	£7,800
Votes For Schools launched and delivered	Improved engagement in current affairs to raise awareness of	The EEF cite Metacognition and Self-regulation as high impact	QA through the tutor programme and Life Skills part of the curriculum	Votes for Schools was successfully launched and implemented which was highly impactful for	£1,800

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
through the tutor time and Life Skills programmes.	the wider world. Increase opportunities to develop Oracy.	initiatives with relatively low associated costs.		disadvantaged pupils (as was intended). This strategy will continue and develop net year.	
All pupils to visit a university as part of the raising aspirations agenda in Year 7	Raise aspirations of pupils to realise that university can be accessible to them and introduce them to the world outside of Maltby	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	Pupil voice following trips. Careers interviews. Parent Voice.	The COVID-19 systems of controls meant that academy visits of all kinds were suspended. As the restrictions eases this will be a key action for the next academic year.	£6,500
All HAP PP pupils to visit a Russel group university	To raise aspiration and participation of students across the Academy.	Research shows that a low proportion of disadvantaged students access higher ranking universities.	Ensure we meet the Gatsby benchmarks with all pupils.	The COVID-19 systems of controls meant that academy visits of all kinds were suspended. As the restrictions eases this will be a key action for the next academic year.	£4,000
Wake up calls	A key group of PP pupils improve attendance and punctuality	The EEF cite parental engagement as one of the most powerful and impactful strategies for low cost	Targeted to a small group of vulnerable pupils. Wake-up phone calls made on a morning being very positive, saying we are looking forward to seeing them and welcome them into the academy.	Wake up calls were not as effective as they could have been as there were severe staffing issues in the attendance team through the COVID-19 pandemic. Additionally, through lockdown there was a greater need around welfare calls to maintain regular contact with	£5,600

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				vulnerable students to ensure they were engaging with Microsoft teams and to check on their welfare. The nature of calls thus shifted somewhat through lockdown. This strategy will continue into next year as driving up academy attendance will be a key focus.	
Rise-and-Read programme: pupils below chronological reading age read on a morning (with breakfast)	Pupils raise their reading age, become more confident readers and eat breakfast in a safe environment.	Research shows raising the literacy skills of pupils results in improved outcomes. Also, students from low-income families perform better when provided with breakfast.	Pupils identified and attending. Contact made with pupils who have poor attendance at Rise-and-Read. Student voice. Parent voice.	Reading interventions before school for specific, small groups of disadvantaged pupils was effective in raising the reading ages and confidence of pupils. This was also a safe place with breakfast provided for welfare, but also to improve attendance. This strategy will continue next year.	£3,500
Renew the subscription online Parents' Evening booking system	Increase parental engagement, increasing the proportion of parents attending parents' evenings.	Launched last year we saw a 15% increase in the number of parents attending through online bookings	Rolled out to all staff early with training for staff. Information sent out to parents. Staff in school available to book appointments for parents where there is a lack of online access.	The parents' evening booking system meant that remote parents' evenings could take place through the COVID-19 pandemic without bringing families on-site. This was an essential	£849

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				action and will remain a priority next year.	
Parents' evening appointments of disadvantaged pupils made first	Increase parental engagement in parents' evenings	To empower parents to be actively involved in their child's education.	Track parent evening attendance. Higher parental attendance for parents' evenings. Parent voice.	70% of parents engaged with parents' evening online across the year, in the context of the global pandemic. We will continue in our strive to engage more and more parents next year.	£1,600
Maltby Academy Alumni set up and maintained	to work with former pupils to motivate and engage with pupils, raising aspirations	Raising the aspirations of pupils with low aspiration can make the difference to life chances and open doors to good apprenticeships, college courses universities and careers	Ensure that all pupils can benefit from the former pupils who willingly engage with them	The COVID-19 systems of controls meat that external visitors were only allowed on site in exceptional circumstances, meaning that the intended impact of raising aspirations through the input of former pupils was greatly reduced. The academy does now have an extensive alumni network that will be able to work with pupils at the academy going forward.	£2500
Homework club staffed for an hour each day after school	Pupils have a safe and supportive environment with the resources necessary to succeed	Many pupils do not have conducive environments or the facilities at home and support	Opportunities advertised well with parents. Pupils with behaviour logs for homework told to attend.	The COVID – 19 systems of control in the academy, specifically year group bubbles meant that the impact of this action was impacted. Staffing levels	£7,000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				did not allow for bubble specific homework clubs and therefore the impact was limited to Year 7. A more targeted approach to ensure that the students with the most need attend this club is also needed in the future.	
Pupils performing at a high-level sit Mensa IQ tests and membership paid if successful	Raise the aspirations of high ability disadvantaged students	Raising the aspirations of pupils with low aspiration can make the difference to life chances and open doors to Russell group universities	Selective process to make sure all HAP pupils performing at a high-level have the opportunity.	This was difficult to implement due to the constraints imposed by the COVID-19 pandemic. The systems of control in the academy, primarily defined pupil bubbles and removal of formal exams, led the academy to suspend this action until the relaxation of COVID rules would make it more practical.	£2,200
Internal Exclusion Manager appointed to run the IE unit	To raise the standard of provision for pupils not in class for lessons through internal exclusion	We strive to ensure students are learning, even when removed from lessons and want them to have access to appropriate work.	QA of IE Provision. Student voice. Staff voice.	Internal Exclusion Manager appointment allowed for a more effective provision for pupils who were removed from classes due to behaviour issues. The IE room is now fully resourced with age and ability specific work to minimise the negative impact of missing	£21,000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned	Cost
				the lesson. The IE Manager also undertakes intervention strategies with small groups of pupils to improve their engagement.	

4 - Contingency Plan for Disadvantaged Students (implemented as lockdown was enforced)

Area of Intervention	Identified Barriers	Rationale	Intended Impact	Review
Emergency Care Provision	Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of exposure to a wider vocabulary Underachievement at KS2, compared to Non-Disadvantaged Lack of role models Distractions at home: Lack of suitable working space, support from parents Lack of resources at home Lack of sleep or poor nutrition	**Regular phone calls** Maintain regular contact with vulnerable students to ensure they are engaging with Microsoft teams and check on their welfare. **Online meetings between key staff and parents** Maintain levels of communication between the academy and families ensuring that all important planned meetings can still go ahead using MS Teams or Parents Evening System **Risk Assessments for at risk students** Students at risk identified and an appropriate risk assessment put in place by the relevant staff. **RAP and pastoral team meetings to continue virtually** Meetings to be held remotely to ensure usual levels or review and support are in place for vulnerable students. **Registers** Registers to be taken to monitor online engagement with sessions. The attendance team will then follow up any issues.	No additional disadvantages to be suffered throughout the period of lockdown. Students maintain regular contact with the academy to ensure we fully met the needs of each child despite the challenges.	Monitoring of students, pastorally throughout the academic year is something we are extremely proud of. Monitoring of attendance, in the offer of 100% live lessons has been impactful, over time, increasing attendance through pastoral and subject specific support.
Microsoft Teams	Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of role models Distractions at home: Lack of suitable working space, support from parents Lack of resources at home	**Laptops allocated to vulnerable students who do not have access to digital devices** All students to have access to a laptop to ensure that they receive lessons over Microsoft Teams. A new survey will be conducted to find out who requires access to technology. **Students to receive appropriate internet usage session** All students to access a session on appropriate computer/internet usage in which members of the safeguarding team will also share current risks to online usage. **Staff PLD on appropriate usage** Staff to receive PLD around appropriate student usage of online software, the PLD will highlight signs of inappropriate student usage for them to look out for. **SLT presence in lessons**	All students to have access to every one of their lessons.	Laptops were given to those students requiring this provision – this was closely monitored by pastoral teams and SLT and facilitated by the hard work of our ICT technicians. Online learning PLD was delivered regularly, to improve provision of online lessons and upskill our staff. Lesson drop ins were carried out as they would be with face-to-face teaching – teachers were regularly provided with feedback.

		SLT will be dropping into lessons periodically to ensure engagement from students and quality of delivery from staff.		
Satchel: One	Lack of resources at home Poor Learning Habits	**All homework to be shared on Satchel: One** Students to have homework set in line with the Homework policy. **Sharing of information with parents** Parents to be sent further communication to encourage their engagement with the homework platform. This will allow them to track their child's engagement in homework.	All students complete all homework set	Online learning due to school closures and bubble closures or periods of self-isolation meant homework was not supplementary to work in school much of the time as students were working at home all day for long periods of time.
Pastoral Provision	Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of exposure to a wider vocabulary Underachievement at KS2, compared to Non-Disadvantaged Lack of role models Distractions at home: Lack of suitable working space, support from parents Lack of resources at home Lack of sleep or poor nutrition	**Parents' Evenings** These will be offered remotely to ensure that parents still receive the detailed feedback required around their child's progress and investment in learning. **Attendance Team** The attendance team will continue to run reports on lesson registers completed by staff. This will inform further interventions and attendance team visits (if possible).	Maintain a good level of engagement for parents' evenings Conduct in online lessons is excellent Attendance to online sessions is in line with regular school attendance.	Monitoring of students, pastorally throughout the academic year is something we are extremely proud of.