

# Maltby Academy



Exceptional Experiences, Successful Lives

Resilience

Aspiration

Responsibility

Confidence

Community

## Maltby Academy – Pupil Premium Plan – 2020-23

Date of Next Review: September, 2022.

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## **1 – Our Approach to the Pupil Premium Allocation**

Maltby Academy receive Pupil Premium funding for 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 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, this applies to one in four children. It is important to recognise that these students 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; 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.

In '[The 3 tenets of effective Pupil Premium practice](#)', we have implemented Bromley's suggested three point action plan to include:

1. Identification 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 and [previous PP spend impact](#)

3. Our success criteria ([Section 3](#))

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

### **2.1 - Pupil Premium Over 5 years**

<b>Pupil Premium Grant</b>	<b>Approximate number of students</b>	<b>Average Per PP student (£)</b>	<b>Total grant (£)</b>
2016 - 2017	319	£900	£298,265
2017 - 2018	329	£935	£307,615
2018 - 2019	335	£935	£313,225
2019 -2020	361	£935	£330,990
2020-2021	355	£955	£338,558

### **2.2 - The Pupil Premium Allocation for 2021-22**

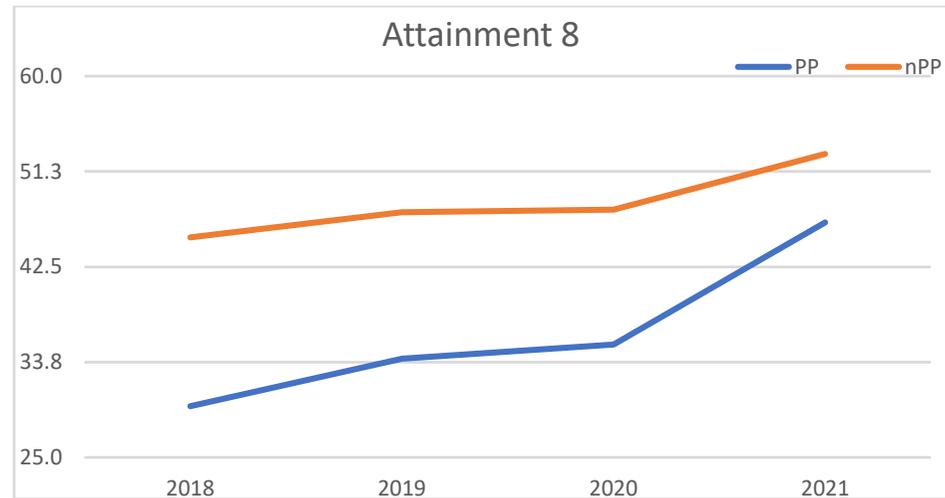
In receipt of free school meals in the last 6 yrs (EFSM6)	£955
Looked After Children (LAC)	£2345
Adopted	£2345
Children of armed forces personnel	£310

<b>Academic Year 2021-22</b>						
<b>Year Group</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total</b>
Number of students on roll Years 7-11	214	209	197	185	186	991
Number of students eligible for Pupil Premium	95	71	81	60	76	383
% of Pupil Premium	44%	34%	41%	32%	41%	38.6%

Pupil Premium Budget	£319925
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<b>2.3 - Summary Information</b>			
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£319925
<b>Total students (Y7-11)</b>	991	<b>Students eligible for PP</b>	383
<b>Planned expenditure</b>	£307366	<b>Contingency for in year</b>	£12559

<b>2.4 - Impact of the Pupil Premium Funding - 2020-21</b>		
	<b>Students eligible for PP (MA)</b>	<b>Students not eligible for PP (national average)</b>
<b>KS2 fine point score (equivalent)</b>	4.61	4.80
<b>Attainment 8 score average 2021 outcomes</b>	36.2	51.9
<b>Basics 4+ / 5+ 2021 outcomes</b>	51% / 28%	82% / 57%



As can be seen from the graph above, our disadvantaged students are working towards diminishing the in-school gap. However, they remain behind their non-disadvantaged peers, which is echoed nationally. 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.

While many students returned to school with significant gaps in their knowledge, disadvantaged students were disproportionately impacted. The key issues of literacy, vocabulary or language, background knowledge, self-regulation, motivation, relationships, social, emotional, and mental health, self-esteem are the issues that we need to address, and this is what the Pupil Premium funding has been used for. With some students we have needed to focus on social, emotional, and mental health, and socialisation, rather than academic learning in the first instance. We want to tackle educational disadvantage through students experiencing success in classrooms.

<b>2.5 - Barriers to Future Attainment (for students eligible for PP)</b>	
<b>2.5.1 - Academic Barriers (issues to be addressed in school)</b>	
	Low aspiration: typically, disadvantaged students are characterised as having low aspirations.
	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, where intervention is needed through Whole School Reading Strategies. Moreover, the drive to improve the quality of spoken and written communication, through the Oracy Agenda, is particularly pertinent for these students.
	Pastoral: 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.
	General Numeracy (especially of Low Prior Attaining Students): on entry, students eligible for Pupil Premium, on average, are below expected in numeracy skills.
	Homework/Revision/Organisation: there is an in-school gap for students eligible for the Pupil Premium around homework, behaviour logs and performance in exams, meaning that students need support with homework, in-class support, and further strategies for revision.
	Lack of confidence, determination, and resilience.
	Lack of enrichment opportunities and cultural stimulation.
<b>2.5.2 - Additional Barriers (issues that also require action outside school)</b>	
	Attendance: there is an attendance gap between our PP and non-PP students. This gap is most significant for PA students.
	Enrichment: a number of our students eligible for Pupil Premium have not had a wealth of positive life experiences.

<b>2.5.3 - Intended Outcomes</b>		Success criteria
	Improve literacy and numeracy skills.	To increase the overall percentage of students achieving the basics measure. To diminish the gap between disadvantaged and non-disadvantaged students on each measure. The Step Up Programme supports Y7-9 students through the bespoke literacy provision. Cross curricular delivery of the Oracy agenda. Cross curricular plan for the development of numeracy skills.
	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.
	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 higher ability PP and non-PP students on key measures.
	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 we are using the Pupil Premium Funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### **3.1 - Quality of Teaching for All**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>Review</b>
Staff receive up to date, bespoke PLD on the best strategies for groups of disadvantaged students.	Teachers can expertly adapt their teaching to suit the needs of individual disadvantaged students.	Research published by the EEF and NFER show many effective approaches used to improve outcomes for disadvantaged students.	Responsive PLD, delivered by experts, modelling excellence.  Lesson drops ins / Deep Dive. Overall judgement on quality of teaching. Staff Voice. LC data / trial exam data / outcomes.	£5000  N/a.	
Learning walks and books reviews, focusing on provision for disadvantaged students.	Monitor the quality of teaching delivered to disadvantaged.	This approach will help to identify additional support needed for disadvantaged students and staff working with them.	Regular, high quality, lesson drop in feedback. Responsive intervention and bespoke PLD.  Using National and International research and methods to access the best possible approaches ourselves.	N/a.  £2500	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Embed the Reading Strategy, in lessons and beyond	Improve life chances and foster a love of reading by increasing reading ages and engagement with reading.	Research has shown the literacy agenda is a key driving factor in raising the attainment of disadvantaged students.	Continuation of TLR3 for Whole School Reading Co-ordination.  Precise Reading Action Plan. Bespoke PLD. Highly impactful interventions. Lesson drop ins / Deep Dives. Regular, personalised feedback for staff. Student Voice. Staff Voice.	£2800  £10000	
Embed the Oracy Strategies in all classrooms.	Empower students by improving their confidence and their ability to engage positively with the world around them.	Research has shown the literacy agenda is a key driving factor in raising the attainment of disadvantaged students.	Appoint a TLR 3 Development role focused on Oracy.  Precise Oracy Action Plan. Bespoke PLD. Investment in Learning scores over time will increase. Student voice. Staff voice. Lesson drop ins / Deep Dives.	£2800  £10000	
Embed an effective assessment marking and feedback policy	To promote progress over time and close Pupil Premium gaps.	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 for staff. Regular sharing of good practice. Regular QA.	N/a.	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Continue to develop pedagogy and practice for effective wave 1 teaching, learning and assessment to promote progress.	To ensure the quality of teaching provision is exceptional for all.	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.	Bespoke, personalised, timely PLD. Department approaches to improving pedagogical content knowledge. Lesson drops ins / Deep Dives. Overall judgement on quality of teaching. Staff Voice. Student Voice. LC data / trial exam data / outcomes.	N/a.	
Period 4 Achieve Provision.	Additional lesson each day for Y11 students, with department teachers, focused on key curriculum areas.	Students benefit from additional support on top of timetabled lessons with resources and knowledgeable staff.	Whole year group priority. Attendance monitored closely. Lesson drop ins. Department level review of curriculum provision. Student Voice.	N/a.	
Embed, with 100% consistency, behaviour systems and processes to reduce low level disruption and secure academy standards.	Improve school culture and reduce low level disruption. Focus young people on learning and progress, ensuring they are prepared for, and invested in, 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).	Embed a positive behaviour and rewards policy across the school. Deliver high quality training to the Pastoral team and monitor performance. Ensure provision for individual EHCP, SEND and vulnerable students is in place to support their needs in terms of Individual Education Plans (IEPs) and bespoke interventions / support.	£5000	
Embed the effective use of Satchel One.	Engage all students in home learning.	Home learning has been shown to have a significant impact on pupil outcomes	Regular monitoring and review, at teacher / department level. Student Voice / Parent Voice.	£7500	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Enhance the use of Hegarty Maths in the numeracy curriculum as an effective teaching tool for home learning.	Improve students' confidence with maths and enable them to access quality teaching and learning tool, anywhere, in turn improving submission rates of Maths homework.	Home learning has been shown to have a significant impact on student outcomes.	Check of usage for the academy compared to school's nationally on a regular basis. Weekly year group leader boards. Student voice / Parent Voice. LC data / trial exam / outcomes.	£5000	
Introduce the use of Tassomi in Science, Maths and English.	Improve students' confidence in Science, Maths and English to enable them to access quality teaching and learning tool from anywhere.	Home learning has been shown to have a significant impact on student outcomes.	Check of usage for the academy compared to school nationally half termly. Tracking and monitoring of use. Parental engagement. Competitions. LC data / Trial Exams / Outcomes.	£2790	

### 3.2 - Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Flexibility for bespoke, small group provision at KS4.	To improve life chances for students by improving outcomes at KS4.	Research published by the EEF and NFER show many effective approaches used to improve outcomes for disadvantaged students.	Senior VP oversight of CLFP. RAP meetings, with rapid response to student needs.	£35000	
Smaller class sizes in English & Maths	To improve life chances for students by improving progress at KS3 and outcomes at KS4.	Research published by the EEF and NFER show many effective approaches used to improve outcomes for disadvantaged students.	Senior VP oversight of CLFP. Data analysis, with rapid response to student needs.	£15000	
Primary MFL Provision	To promote interest, leading to better investment in, and later high take up for, MFL (at KS4).	We want to improve life chances and facilitate social mobility by ensuring a high proportion of our students engage with, and later study, MFL, at GCSE.	Subject Leader overview of provision. Drop Ins. KS3 linL. Y9 Options Process. Student Voice / Parent Voice.	£9000	
Monitoring system for Pupil Premium students established.	To provide bespoke, context specific support, within the classroom, and beyond, for all PP students, based on their individual circumstances.	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).	Monitoring system agreed by SLT. Training for all staff regarding expectations for monitoring. Pastoral wrap around support from SWM/SALs/Form Tutors. Lesson drop ins. Staff Voice. Student Voice.	£5000	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
<p>Improve literacy and numeracy skills of students in Key Stage 3</p>	<p>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. All students are literate on leaving the Academy giving them the best opportunity to succeed.</p>	<p>Evidence from the EEF toolkit shows that metacognition and self-regulation strategies have high impact for low cost. Moreover, 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.</p>	<p>NGRT Reading tests throughout KS3 inform teachers in lessons and interventions beyond the classroom. The Step Up provision has a precise Curriculum Intent and programme of aims, working collaboratively with the SEND team, as well as Humanities. Bespoke interventions with teaching assistants.</p>	<p>£4000  £10626</p>	
<p>Alternative provision in the Academy</p>	<p>Improved outcomes for students where there is a risk of significant underachievement. Improved attendance of students and their Investment in Learning.</p>	<p>Investing in these students within a specialist onsite 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 and integrate into mainstream provisions when deemed appropriate.</p>	<p>These interventions will be constantly reviewed to ensure their continued effectiveness and modified if necessary. QA. Student Voice. Staff Voice.</p>	<p>College places £24000  Bridge / Hub £25000</p>	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Identify underperforming pupils through the RAP process and target interventions, particularly for Pupil Premium students.	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. To increase parental involvement in preparing students for exams.	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 skills give access to courses at Post 16. Evidence indicates those receiving good parental support perform better.	Detailed tracking throughout KS4 of cross over and vulnerable group performance. Targeted interventions during lesson, compulsory Period 4, Tutor Time Achieve and holiday / weekend interventions. Provide study support materials, at regular intervals, prior to trial examinations. Regular support for parents/carers at information and parents' evenings. Live trials in Core, and EBACC, prior to trial exams to build confidence and resilience.	£10000	



Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Tutor Time Provision	To improve school culture and aspirations for all. 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.	Ensure Tutor Time (Y7-10, and Y11) has a clear, robust strategy. Embedding the use of Character Education. Embedding the use of Votes for School. Student Voice. Tutor Drop Ins. Bespoke Achieve Folders for Y11.	£5000	
LAC students 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 student attainment.	Regular reporting on LAC progress. Review of 1 to 1 tuition. Student Voice. LC data / Trial Exams / Outcomes.	£2500	
Rise-and-Read Intervention: Pupil Premium students below chronological reading age invited to read on a morning with breakfast provided.	Raise student reading ages and develop more confident readers who eat a substantial breakfast in a safe environment.	Research shows raising the literacy skills of students results in improved outcomes. Also, students from low-income families perform better, in school, when provided with breakfast.	Students identified and invited. Parental Engagement. Breakfast arrangements in place. Student Voice. NGRT Testing.	£5000	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Pre-Achieve Breakfast Provision.	Disadvantaged students prepared for trial exams / exams with a good morning routine and nutrition.	Research shows students from low-income families perform better, in school, when provided with breakfast.	Attendance monitored closely. High quality food arranged.	£5000	

### 3.3 - Other Approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Review of internet / computer access.	Ensure Pupil Premium students have IT access for homework, GCSE Pod, Tassomi and Hegarty Maths.	Home learning has been shown to have a significant impact on student outcomes.	In Term One review to take place. Consideration of the needs: WIFI / devices. Training for students on devices that can be used. Training for parents on devices that can be used.	£10000	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Secure and effective attendance and punctuality policy in place	To improve attendance across the Academy with a focus on PP and SEND students. To ensure that students are present to enable them to learn.	The DfE stated that one of the most effective ways to improve achievement is by improving attendance because even the best teachers struggle to raise attainment of students who are regularly absent.	<p>Daily tracking of attendance across the Academy, led by NST (VP).</p> <p>Daily attendance bus to go out and collect identified students to bring them into school.</p> <p>Pro-active, flexible action plan and early intervention to target groups of students who are below national attendance.</p> <p>Focus on reducing PA to below national.</p> <p>Link attendance to rewards and celebrations, giving it a high profile.</p> <p>Regular contact with parents, use of key workers, CAMHS and safeguarding lead.</p>	£7500	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
<p>Monitor attendance and follow up quickly on truancies. First day response provision by personal contact rather than automatic for PP.</p>	<p>Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students.</p>	<p>Attainment for children cannot be improved if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>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.</p>	<p>£1000</p>	
<p>Reward students who improve their attendance</p>	<p>Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students</p>	<p>Students will benefit from having good attendance.</p>	<p>Analyse the attendance figures to verify impact.</p>	<p>£2500</p>	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
<p>Personalised support and mentoring for each PA eligible for PP via attendance support, tutors, student welfare managers.</p>	<p>Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students.</p>	<p>Attainment for children cannot be improved if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Daily tracking of attendance across the Academy. Communication between attendance officer, safeguarding and pastoral staff about absence issues. Form tutors track attendance weekly.</p>	<p>N/a.</p>	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
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 three high quality interactions per student, per year, in their school career. Targeted high-quality careers interviews for Y11. Disadvantaged students exposed to employers from different sectors, and also university visits and talks.	£15000	
Votes For Schools launched and delivered through the Tutor Time Programme.	Improved engagement in current affairs to raise awareness of the wider world, whilst increasing opportunities to develop Oracy.	The EEF cite Metacognition and Self-regulation as high impact initiatives with relatively low associated costs.	Tutor Time drop ins. Regular, high-quality feedback for tutors. Student Voice. Staff Voice. Monitoring of Investment in Learning scores.	N/a.	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
All students to visit a university as part of the raising aspirations agenda Y7&8.	Raise aspirations of students 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.	University visits. Student Voice. Parental Engagement.	£10000	
All HA PP students to visit a Russell group university.	Raise aspirations of students 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 higher ranking universities.	Appoint a TLR 3 Development role, focused on HAS. HAS Action Plan. Ensure we meet the Gatsby benchmarks with all pupils. Work towards NACE Kitemark. Student Voice. Parental Engagement.	£8000	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Renew the subscription online Parents' Evening booking system	Improve parental engagement and increase 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.	£850	
Parent evening appointments of disadvantaged students made first	Increase parental engagement in parents' evenings	To empower parents to be actively involved in their child's education.	Track parents' evening attendance, daily, leading up to the night. SALs/SWM phone calls.	N/a.	
Maltby Academy Alumni set up and maintained.	To work with successful former students to motivate and engage with students and raise aspirations.	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.	Ensure that all students can benefit from the former students who willingly engage with them.	N/a.	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Homework club staffed for an hour each day after school.	Students have a safe and supportive environment with the resources necessary to succeed.	Many students do not have conducive study environments or the facilities / support at home.	Opportunities advertised well with parents. Students with behaviour logs for homework invited to attend. Tracking and monitoring by SWM/SALs.	N/a.	
Students 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 students with low aspiration can make the difference to life chances and open doors to Russell group universities.	Selective process to make sure all HA students performing at a high-level have this opportunity.	£2200	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Appoint Internal Exclusion Manager to run effectively run the IE unit.	To raise the standard of provision for students not in class for lessons through internal exclusion.	To ensure gaps learning do not occur when students are internally excluded.	Appoint for IE Manager. Provide bespoke, appropriate training. Ensure expectations in IE are clear to all and are maintained. Tracking and monitoring of repeat offenders, to identify why and reduce the number of repeated IE referrals. Subjects to provide appropriate work for completion on IE.	£22000-£24000	
Robust, purposeful Transition process	To ensure a smooth transition for all PP Y6 students by engaging them in Academy life thoroughly, prior to the start of Y7.	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.	Precise Transition Action Plan, including engaging Y6 students in the Enrich and Inspire programme.  Student Voice. Staff Voice. Parent Voice.	£10000	

#### 4 - Contingency Plan for Disadvantaged Students (should a national or local lockdown be enforced)

Area of Intervention	Identified Barriers	Rationale	Intended Impact
<b>Emergency Care Provision</b>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to non-disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p><b>Regular phone calls</b> Maintain regular contact with vulnerable students to ensure they are engaging with Microsoft teams and check on their welfare.</p> <p><b>Online meetings between key staff and parents</b> 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</p> <p><b>Risk Assessments for at risk students</b> Students at risk identified and an appropriate risk assessment put in place by the relevant staff.</p> <p><b>RAP and pastoral team meetings to continue virtually</b> Meetings to be held remotely to ensure usual levels of review and support are in place for vulnerable students.</p> <p><b>Registers</b> Registers to be taken to monitor online engagement with sessions. The attendance team will then follow up any issues.</p>	<p>No additional disadvantages to be suffered throughout the period of lockdown.</p> <p>Students maintain regular contact with the academy to ensure we fully met the needs of each child despite the challenges.</p>

<p><b>Microsoft Teams</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p>	<p><b>Laptops allocated to vulnerable students who do not have access to digital devices</b></p> <p>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.</p> <p><b>Students to receive appropriate internet usage session</b></p> <p>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.</p> <p><b>Staff PLD on appropriate usage</b></p> <p>Staff to receive PLD around appropriate student usage of online software, which will highlight signs of inappropriate student usage for them to look out for.</p> <p><b>SLT presence in lessons</b></p> <p>SLT will be dropping into lessons periodically to ensure engagement from students and quality of delivery from staff.</p>	<p>All students to have access to every one of their lessons.</p>
<p><b>Satchel One</b></p>	<p>Lack of resources at home</p> <p>Poor Learning Habits</p>	<p><b>All homework to be shared on Satchel One</b></p> <p>Students to have homework set in line with the Homework policy.</p> <p><b>Sharing of information with parents</b></p> <p>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.</p>	<p>All students complete all homework set.</p>

<p><b>Pastoral Provision</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to non-disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p><b>Parents' Evenings</b></p> <p>These will be offered remotely to ensure that parents still receive the detailed feedback required around their child's progress and investment in learning.</p> <p><b>Attendance Team</b></p> <p>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).</p>	<p>Maintain a good level of engagement for parents' evenings.</p> <p>Conduct in online lessons is excellent.</p> <p>Attendance to online sessions is in line with regular school attendance.</p>
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