

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Maltby Academy
Number of pupils in school	970
1	33.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 – 2025/26
Date this statement was published	September 30 <sup>th</sup> , 2023.
Date on which it will be reviewed	September 2024.
Statement authorised by	Richard Wood, Principal
Pupil premium lead	Dan Hughes, Associate Assistant Principal
Governor / Trustee lead	Pete Sorsby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,543
Recovery premium funding allocation this academic year	£87,078
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	£413,621

# 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.	<b>Low aspirations</b> Typically, disadvantaged students are characterised as having low aspirations.
2.	<b>Higher rates of absence and persistent absence</b> There is an attendance gap between our disadvantaged and non-disadvantaged students which is most significant for persistently absent students.
3.	<b>Behaviour and attitudes</b> 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.	<b>Poor literacy skills</b> 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.	<b>Poor numeracy skills</b> On entry, students eligible for Pupil Premium, on average, are below expected in numeracy skills.
6.	<b>Homework/Revision/Organisation</b> 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.	<b>Lower levels of participation in enrichment and extra-curricular activities.</b> A number of our students eligible for Pupil Premium have not had a wealth of positive life experiences.
8.	<b>Lower levels of parental engagement</b> 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
<b>Increase aspiration of disadvantaged students.</b>	<ul style="list-style-type: none"> <li>• Deliver a robust Career Education Information Advice and Guidance (CEIAG) provision, meeting the needs of students in all year groups.</li> <li>• Provide regular access to university and businesses.</li> <li>• Deliver a quality student leadership programme.</li> </ul>
<b>Improve outcomes for disadvantaged students.</b>	<ul style="list-style-type: none"> <li>• Increasing the attainment and progress scores for students in receipt of pupil premium funding students, to above floor.</li> <li>• All students access a broad and balanced curriculum.</li> <li>• All pupils leave Maltby Academy qualified to succeed in the next stage of their education.</li> </ul>
<b>Improve the attendance of disadvantaged students.</b>	<ul style="list-style-type: none"> <li>• Diminishing the attendance gap between disadvantaged and non-disadvantaged students and bringing the attendance for all in line with national.</li> <li>• Minimise the persistent absence figure and bring it in line with national.</li> <li>• Provide a high-quality alternative provision to ensure the successful education for selected students.</li> </ul>
<b>Improve literacy and numeracy skills of disadvantaged students.</b>	<ul style="list-style-type: none"> <li>• Increasing the overall percentage of students achieving the basics measure.</li> <li>• Diminishing the gap between disadvantaged and non-disadvantaged students on each measure.</li> <li>• Bespoke programme to effectively intervene and maximise performance in external examinations.</li> <li>• Through the Step-Up Programme, supporting Y7-9 students with bespoke literacy provision.</li> <li>• Develop a love of reading through the delivery of the Reading agenda.</li> <li>• Cross curricular delivery of the Oracy agenda.</li> <li>• Cross curricular development of numeracy skills.</li> </ul>
<b>Increase the participation of disadvantaged students in enrichment and extra-curricular activities.</b>	<ul style="list-style-type: none"> <li>• All disadvantaged students to participate in enrichment including clubs, visits and leadership experiences.</li> <li>• Increase the number of and the variety of enrichment opportunities that are offered to students.</li> <li>• Robust tracking system regularly monitors the attendance of all disadvantaged students to enrichment activities.</li> </ul>
<b>Increase the engagement of pupil premium parents in their child's education</b>	<ul style="list-style-type: none"> <li>• Increase the number of PP parents attending parents' evenings and school events to bring it in line with NPP parents.</li> </ul>

## 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: £220,796.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Improve the quality of teaching and learning for groups of disadvantaged students.	Research by the Education Endowment Foundation (EEF) into mastery learning, collaborative learning and individualised instruction highlights the high impact that the implementation of the MA Lesson Cycle and the use of the MLT Teaching and Learning Standard will have on improving the outcomes of disadvantaged students.	1, 2, 3, 4, 5
2. Staff to receive up to date, bespoke PLD on the best strategies for groups of disadvantaged students.	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.	1, 3, 4, 6
3. Continue to embed an effective marking and feedback policy	Evidence from the Education Endowment Foundation toolkit shows effective feedback has the highest impact relative to cost.	1, 4, 5, 6
4. Period 4 Achieve provision	EEF research has shown that students can benefit from additional support on top of timetabled lessons with resources and knowledgeable staff.	1, 2, 4, 5, 6
5. Fully embed the Whole School Reading strategy in lessons across all subjects.	Research into reading comprehension strategies by the EEF has shown this to have very high impact in raising the attainment of disadvantaged students.	1, 3, 4, 7
6. Fully embed the Whole School Oracy strategy in lessons across all subjects	Research into oral language interventions by the EEF has shown this	1, 3, 4, 7

	to have very high impact in raising the attainment of disadvantaged students.	
7. Embed the effective use of Satchel One.	EEF research suggests that homework and home learning can have a high impact on pupil outcomes	1, 3, 4, 5, 6, 8
8. Enhance the use of online packages from multiple subject areas to across the curriculum as an effective teaching tool for home learning.	EEF research suggests that homework and home learning can have a high impact on pupil outcomes	1, 2, 3, 4, 5, 6
9. Learning walks and book reviews, 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.	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,	1, 3, 6, 7

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £136,545.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Alternative provision in the Academy.	EEF suggest that behaviour and aspiration interventions can have some impact on student program and therefore investing in a specialist onsite external provision will give students a different environment and an alternative, bespoke curriculum to support them to achieve their best.	1, 2, 3, 7, 8
2. Student Pastoral Support	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 means we are able to give personalised support to those students that need it.	1, 2, 3, 8
3. School-Led Tutoring	EEF research into collaborative learning, feedback, individualised instruction and small group tuition shows that significant impact can be had on student progress. Offering school led tutoring, using some PP funds only, to those who are underperforming in specific subjects, and who are identified through the RAP process, can raise their attainment and progress.	1, 4, 5, 6, 7
4. Flexibility for bespoke, small group, provision at KS4.	Research published by the EEF and NFER into small group tuition shows many effective and impactful approaches can be used to improve outcomes for disadvantaged students.	1, 3, 4, 5, 6
5. Smaller class sizes in English & Maths.	Research published by the EEF and NFER into reduced class sizes shows some impact can be had in order to improve outcomes for disadvantaged students.	1, 4, 5
6. 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.	1, 7

7. 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,	1, 2, 3, 4, 5, 6, 7, 8
8. 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.	1, 4, 5
9. 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.	1, 2, 3, 7, 8
10. 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.	1, 7
11. Tutor Time Provision.	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.	1, 2, 3, 4, 6, 7



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

Budgeted cost: £56,278.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Pupil Premium Breakfast Provision	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.	1, 2, 3, 8
2. Secure, and effective, attendance and punctuality policy in place.	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	2, 3, 8
3. Monitor attendance and follow up quickly on trancies. First day response provision by personal contact rather than automatic for PP.	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 anon disadvantaged students.	2, 3, 8
4. Reward students who improve their attendance.	Students will benefit from having good attendance and will be rewarded with the opportunity to achieve house points and attend trips and events	2, 7
5. Personalised support and mentoring for each PA eligible for PP via attendance support, tutors, student welfare managers.	The EEF research suggests that individualised instruction and mentoring can have a positive impact on disadvantaged students. Attainment for children cannot be improved if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	2, 3, 8
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 imp act on student progress	1, 7

7. Votes For Schools embedded through the Tutor Time Programme.	The EEF cite Metacognition and Self-regulation as one of the high impact initiatives with relatively low associated costs.	1, 3, 4, 7
8. All students to visit 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	1, 7
9. Renew the subscription to the online Parents' Evening booking system.	To empower parents to be actively involved in their child's education because research from the EEF suggests that parental engagement with their children's learning can have an impact on attainment and progress.	1, 2, 3, 6, 8
10. 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.	1
11. 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.	1, 2, 3, 4, 5, 6, 8
12. Pastoral Manager appointed to lead student year teams and add capacity to pastoral team.	A Pastoral Manager to be appointed to ensure the consistency of approach between year times, 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	1, 2, 3, 8
13. Robust, purposeful Transition process.	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	1, 3, 7, 8

	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.	
14. Provide enrichment opportunities to ensure students engage with, and develop, cultural capital.	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.	1, 3, 7

**Total budgeted cost: £413.620.14**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity, and recovery premium activity, had on pupils in the 2022 to 2023 academic year.

Here you can find a link to the **2022-23 Pupil Premium Plan, in full:** [Pupil premium strategy statement \(maltbyacademy.com\)](https://maltbyacademy.com/pupil-premium-strategy-statement)

#### Teaching:

##### **Activity 1 - 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 and 2 of our inset days have been devoted to developing teacher expertise. In February, staff worked to further develop their use of oracy within and beyond the classroom. Staff were able to participate in workshops focussing on discussion guidelines, oracy for the higher ability and post 16 students, structured talk, building relationships, de-escalation through talk and pastoral conversations, amongst others. Staff returned to curriculum areas and shared how ideas could be best implemented in order to maximise impact. In June, additional whole school training was provided on our most able students. All colleagues took part in a range of workshops including launching the more able policy, identifying the more able, experiences for the more able and enrichment for the more able.

Further professional development was delivered to staff by the Assistant Principal – Teaching and Learning around further developing questioning, in half term 4 and retrieval, interleaving and feeding forward in half term 5. Both of these sessions were preceded by pre-reading in the form of a new e-bulletin which was a short introduction for teaching staff outlining the evidence informed research as to why these strategies are effective.

Half Term 6 saw staff receive bespoke training around Pride and LGBTQ+ students and staff were able to consider how they can best support some of our more vulnerable students.

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. This was highlighted by Ofsted, in our 2022 inspection, who commented “Teachers explain new ideas to pupils clearly. They know their pupils well and identify areas of the curriculum which might be difficult for pupils. They break down complex learning into manageable steps.

##### **Activity 2 - 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 across 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.

Impact of this can be seen in our 2022 inspection report where Ofsted commented "In most subjects, teachers identify gaps in knowledge or misconceptions that pupils have and swiftly address these. They give pupils feedback which is Inspection report helpful and specific to what they are learning, but which does not place unnecessary demands on teachers".

### **Activity 3 - Fully embed the Whole School Reading Strategy, in lessons and beyond.**

Reading has been a pertinent focus throughout the academic year. This has included T&L updates and PLD opportunities that have raised the profile of reading strategies and roles throughout 2022/23 that were first developed on 2021/22.

Once a term, students in year 7-10 continue to undertake NGRT tests, and subsequent Independent Reading Profiles are produced,

Systems and processes for Relax and Read (library-based) lessons for all students in Year 7 and Year 8 were refined throughout 2022/23, including the facility for students to borrow and return books to promote a love of reading and reading for pleasure.

Throughout the academic year, tutor time for students in year 7-10 has had a day a week dedicated to Personal Development Reading. Here an age-appropriate text is read by staff, to students, who then participate in some relevant activities. In addition to this, once per half term, students and their tutors were able to engage in 'Drop Everything and Read' sessions where they could dive into their books and engage in more deeper and meaningful discussions and tasks around the themes read. These sessions have been refined and planned carefully in order to enhance opportunities for building cultural capital whilst drawing upon the pertinent themes and messages of writers from other cultures.

### **Activity 4 - Embed the Oracy Strategies in all classrooms.**

This year, we have continued to enhance the implementation of oracy across the Academy. Bespoke PLD surrounding oracy within and beyond the classroom was delivered in half term 3, by a range of staff from various departments, allowing for staff to contemplate how they could implement this in their everyday practise, whilst also sharing with colleagues what they had heard and how best all staff in their areas can utilise these techniques in order to best support our students. In addition to this, we have run many competitions, such as Speak Out, and had other speakers into the academy to work with our young people.

### **Activity 5 - Embed an effective assessment marking and feedback policy.**

The assessment and feedback policy, ensures that there is a good balance of deep marking (of SPA assessments), live marking - in lessons - and regular whole class feedback, which has provided students with opportunities to improve their work and also inform future teaching. 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 has become a central focus of this marking, 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 izeone 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.

Impact of this can be seen in our 2022 inspection report where Ofsted commented "In most subjects, teachers identify gaps in knowledge or misconceptions that pupils have and swiftly address these. They give pupils feedback which is Inspection report helpful and specific to what they are learning, but which does not place unnecessary demands on teachers".

### **Activity 6 - Continue to develop pedagogy and practice for effective wave 1 teaching, learning and assessment to promote progress.**

The MLT lesson cycle, informed by Rosenshine's Principles, is embedded in all lessons, 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.

Teachers received a good balance of whole school PLD, personalised PLD and self-study - through the Trust Impactful Actions document. Quality of teaching and learning was monitored, through a combination of short culture walk drop ins as well as longer lesson drop ins, with subject specialists focussing on pedagogy and pedagogical content knowledge.

Ofsted, in our 2022 inspection, commented "Teachers explain new ideas to pupils clearly. They know their pupils well and identify areas of the curriculum which might be difficult for pupils. They break down complex learning into manageable steps. Inspectors saw a number of teachers do this very skilfully, ensuring that all pupils were learning new material securely. This approach supports pupils with special educational needs and/or disabilities (SEND) well. Teachers know the barriers which might limit the learning of individual pupils with SEND and do everything they can to overcome these. Leaders provide regular and effective training to develop staff's knowledge of how to support pupils with SEND. Teachers revisit content regularly and support pupils to remember what they have learned. In most subjects, teachers identify gaps in knowledge or misconceptions that pupils have and swiftly address these".

### **Activity 7 - Period 4 Achieve Provision.**

An additional hour of lessons each day for Year 11 students has helped them to bridge gaps of lost learning as a result of the COVID-19 pandemic whilst embedding key subject knowledge and exam technique across all of their qualifications. 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.

**Activity 8 - Embed, with 100% consistency, behaviour systems and processes to reduce low level disruption and secure standards.**

100% consistency, 100% of the time by 100% of the staff has been the mantra that is starting to become embedded across the Academy. Behaviour systems and protocols are working well and are constantly being refined to maximise their impact. The introduction of 'Culture Walks' by Senior Leaders provide drop ins and offer support to staff to improve practice. This has improved culture around the site.

Lesson removals dropped last year by 5%, whilst the level of expectation has also risen. Students who do not buy into or struggle to meet our 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 of our students. This has seen a reduction of suspensions of 18% on the last academic year.

We have continued to reward students for getting it right, and those going above and beyond, gold ticket events take place every half term, which include activities, trips and visits for those that complete homework, obtain achievement points and have good attendance.

**Activity 9 - Embed the effective use of Satchel One.**

Satchel: One was used as the only platform for setting homework in key stage 3. This strategy is based around the half term 3 launch of knowledge organisers that feed into short, self-marking quizzes around subject content for the majority of subjects. As this is a standardised approach across the Academy, this has allowed quality assurance of the setting of homework alongside, student participation data to be effectively analysed so it is able to filter into rewards for students and allows us to consider how the automation of Investment in Learning scores for the Homework strand can happen. This data has allowed us to target key students in year 7, 8 and 9 who have not completed homework and with parents, generate solutions to some the reasons behind why students are not able to complete homework. It has also been used by some key stage 4 subjects to set their homework on as well as an effective tool to link to other platforms that were already well embedded in some areas, such as Tassomai in Science and Sparks Maths in Maths.

**Activity 10 - Enhance the use of Hegarty Maths in the numeracy curriculum as an effective teaching tool for home learning.**

Setting two tasks per week allowed us to be flexible between asking students to recall topics from earlier in the year, setting tasks that built on skills being delivered that week, and preparing students for upcoming topics by developing foundational skills. Generally, students who engaged with Hegarty did so to a high level, achieving high scores on tasks and aspiring to complete further tasks. Weekly leader boards were used effectively with some classes to improve engagement; however, this was inconsistent and, in

addition to Hegarty transitioning into Sparx Maths (a similar platform to the much-better-engaged with Tassomai), a strong re-launch will take place in weeks 2/3 of the 23/24 year to drive pupil engagement across the Academy.

**Activity 11 - Enhance the use of Tassomai in Science.**

Improving recall has been a priority for the Science department over the past three years and Tassomai has again played a central role in this. Students were expected to complete their daily goal at least 4 times a week to ensure that were revisiting their learning regularly. When looking at individual users of Tassomai, 11t4 was had the highest user average. Students in this class (when controlling for students with <50% attendance) achieved a progress score of -0.15. The same students had a headline score across all subjects of -0.49.

The students below were the top four users of Tassomai and all had higher Science progress scores compared to their headline figure.

<b>Top users of Tassomai – Science</b>	<b>Headline across all subjects</b>
1. Bio +0.62 Phys +0.62	+0.27
2. Combined Science +1.14	+0.65
3. Combined Science +1	+0.33
4. Combined Science +3.5	+2.23

**Targeted Support**

**Activity 1 - Flexibility for bespoke, small group, provision at KS4.**

Additional English and Maths staffing was placed into the options blocks for the academic year 2022/23. This facilitated short, sharp interventions for students who required additional support to secure qualifications for students in receipt of the pupil premium funding, while improving academy attainment and progress. Following the guidance identified by EEF and NFER that outlined the proposed impact of small, flexible groupings, disadvantaged students were prioritised as students for this intervention.

*The impact of this strategy is evident in the outcomes (unvalidated until January 2024) of disadvantaged students. Performance of disadvantaged students, improved, when compared to the validated data of 2022 (-0.74 in 2019 to -0.58 in 2023).*

**Activity 2 - Smaller class sizes in English & Maths.**

Additional classes were added to our Y11 core curriculum (English, Maths, Science) in order to reduce class sizes and support the drive to secure excellent grades in those qualifications for students in receipt of the pupil premium funding, while improving academy attainment and progress.

Following the guidance identified by EEF and NFER that outlined the proposed impact of small, flexible groupings, disadvantaged students were prioritised as students for this intervention.

*The impact of this strategy is evident in the outcomes (unvalidated until January 2024) for English of -0.07 Vs -0.17 for 2022 and -0.39 in 2019.*



### **Activity 3 - Primary MFL Provision.**

From September 2021 we standardised the Spanish Primary provision across all of our feeder schools (including Craggs, 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 Y6 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 Spanish 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. The Primary provision was discussed in MA's recent Ofsted inspection and was very positively received by the inspection team. As a result of our primary provision, all Year 7 students are now starting their Key Stage 3 curriculum with a better awareness of Spanish phonics, basics and a good range of vocabulary for their age group. The longer-term impact of this strategy will be measured by uptake of Spanish at GCSE in the coming years.

### **Activity 4 - Monitoring system for Pupil Premium students.**

Using Class Charts and other internal tracking systems has meant we were able to monitor and track cohorts, with regards to attendance, behaviour, house points, 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, including those in receipt of pupil premium funding, as well as those who are identified as SEND. Through enrichment tracking, we are now able to monitor who attends which sessions, and when and this system will continue to develop in 23-24.

### **Activity 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.

As such, implications for teaching – generated through NGRT testing – were outlined in whole school PLD sessions. To ensure the data produced by the testing process was robust and secure, specialists within English delivered (and invigilated) the tests.

This process was also supported by Senior Leaders, who delivered key messages and outlined the benefits of and the importance of full engagement with the testing process by students.

The data generated allowed us to provide tailored intervention, and levels of challenge, as appropriate. Students in Y7, Y8, Y9 and Y10 were tested twice across the academic year.

*In Y7, in September 22, 18% of students were identified as having a SAS score of <88. By March, this had reduced to just 13%. Equally, in September, 31% of Y7 students were identified as having a SAS score of >112. In March, this statistic had risen to 39%, reflecting the impact of the reading interventions we implemented.*

For students in receipt of pupil premium funding, this impact was <88: 35.4% in September, reducing to 14.4% by March.  
>100: 51.8% in September, increasing to 57.4% in March.  
>112: 17.4% in September, increasing to 26.7% in March.

#### **Activity 6 - Alternative provision in the Academy.**

Bespoke support across the year groups was developed, with the use of REACH and alternative provision. We use a blended approach of support through this provision in and out of school that enables students to access key education, whilst giving them SEMH support at key times.

The offer for these students was commented on in our recent Ofsted inspection: "When appropriate, leaders find alternative providers who can support some aspects of a pupil's education. These providers are carefully chosen to enhance the school curriculum and prepare these pupils for their future". Student voice from our alternative provision cohort was extremely positive.

Since this inspection, we have expanded this support through the Cultiv8 and Land Based Studies Horticulture based programmes, that provide some internal Alternative Provision. Students accessing this unit are predominantly Pupil Premium, but this has seen an improvement in attendance of 5% for this cohort, 15% drop in exclusions and 20% fall in removes.

#### **Activity 7 - 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 also provided study support materials, at regular intervals, prior to trial examinations. Regular support for parents/carers at information and parents' evenings was given both face to face and online.

*The impact of this strategy is evident in the out-comes 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.*

#### **Activity 8 - Track higher prior attaining students from KS2 rigorously.**

Our High Attaining Co-ordinator, alongside senior leaders developed and launched our MA More Able strategy with staff through one of our INSET days in July 2023. Staff engaged with multiple sessions and encouraged to consider what they can do in their areas to further raise the profile of this cohort of students and drive their aspiration. The Academy are registered for the National Association for Able Children in Education (NACE) kitemark, and some work began around benchmarking our provision for this.

This will continue to be an area to develop into 2023/24 through our new Associate Assistant Principal who will take on High Attaining Student focus (Whilst our High Attaining Coordinator is on maternity leave), developing, embedding and tracking both in and out of the classroom more able practice. This will improve provision and opportunities for all students and allow us to target cohorts such as Pupil Premium students.

### **Activity 9 - 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, and as part of the Personal Development Strategy (Caught, Taught and Sought) – seamlessly connect the Life Skills curriculum and awareness calendar. The Tutor Time curriculum exposes students to British Values, SMSC, Cultural Capital and Protected Characteristics. In the Ofsted report, this provision was praised as part of the overall Personal Development offer: "Leaders place high value on pupils' personal development. Staff encourage positive relationships and maintain high expectations for how pupils relate to each other and to staff. The life skills curriculum is carefully planned. It teaches pupils how to be safe and healthy and helps them to make informed choices. Pupils value what they learn and say that it is 'what they need to know'. They also told inspectors that teachers 'treat them like grown-ups' when discussing difficult or sensitive topics. Pupils in all year groups, including the sixth form, are taught about citizenship, democracy and current affairs. Political topics are taught in a balanced way and pupils are well informed".

### **Activity 10 - Pre-Achieve Breakfast Provision.**

Pre-achieve breakfast provided to students encouraged them to have an effective start to the day, which many would otherwise have gone without, in the absence of this provision. Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that students in schools providing a free, nutritious breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to those in schools with no such breakfast provision. Feedback from students was overwhelmingly positive; they felt they were in a better position to learn and perform at their best.

## **Wider Strategies**

### **Activity 1 - Monitoring of home internet / computer access.**

Through parental communications and teacher / form tutor conversations, we were able to identify which of our students had access to a computer and an internet connection. We were able to provide some equipment where necessary (23 students), meaning students could access online learning through access to The Academy SharePoint pages, Satchel One and subject specific learning platforms.

### **Activity 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. The gap has narrowed from 4% (pre COVID in 2019) below National average, to 1% in 2023. Persistent Absent figures have also narrowed to National average from 2019 to 2023- 2019- 12% gap, 2023- 2% gap.

Punctuality has also dramatically improved over the past year, with robust systems and procedures in place to ensure student realise the importance of good punctuality and to penalise those that do not turn up on time.

We recognise further work around this is needed in 2023-24, as discussed with inspectors during the recent Ofsted inspection: "Pupils attendance has improved over time. However, there are still some pupils whose attendance is not high enough...Leaders should continue to focus on improving the attendance of individual pupils and support parents to take an active role in supporting the school's efforts to get pupils into school".

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

Communication between the attendance officer, safeguarding and pastoral staff, about absence issues, was not been regular enough –

The Vice Principal has taken a central role with this through the last two years and has ensured that communication between staff working in pastoral, attendance and safeguarding has become much more regular and through the use of Class Charts we have been able to monitor trancies more effectively.

During the year, we have appointed a second attendance office to help drive this strategy further and to add capacity to the team, including making a number of home visits to students, to discuss attendance with parents/carers,

We recognise further work around this is needed in 2023-24, as discussed with inspectors during the recent Ofsted inspection: "Pupils attendance has improved over time. However, there are still some pupils whose attendance is not high enough...Leaders should continue to focus on improving the attendance of individual pupils and support parents to take an active role in supporting the school's efforts to get pupils into school".

**Activity 4 - Reward students who improve their attendance.**

Attendance and persistent absence figures for students in receipt of pupil premium funding are below the national average from 2019. However, we have built attendance, punctuality into all rewards across the school through the Golden ticket scheme.

We recognise further work around this is needed in 2023-24, as discussed with inspectors during the recent Ofsted inspection: "Pupils attendance has improved over time. However, there are still some pupils whose attendance is not high enough...Leaders should continue to focus on improving the attendance of individual pupils and support parents to take an active role in supporting the school's efforts to get pupils into school".

**Activity 5 - Personalised support and mentoring for each PA eligible for PP via attendance support, tutors, student welfare managers.**

See actions 2-4.

**Activity 6 - Promote opportunities for students through local business links and universities.**

All Y11 and Y13 students accessed careers interviews with a Senior Leader and now established Careers Co-Ordinator and external colleague from Progress Careers. CEIAG was provided at these interviews to support students of all abilities and backgrounds. Y11 careers interviews focused on both Post 16 destinations and students' possible Post 18 options too, mapping pathways to HE, Higher Level Apprenticeships and Employment. Y13 were supported in exploring their Post 18 options through our tutor and Life Skills provision. Y12 students continue to be given the opportunity to access to virtual work experience, in person work experience and programmes such as Discover Sheffield and HE+, which expose them to top Universities. Y11, Y12 and Y13 students were given the opportunity to visit Cambridge University in July 2023 (90+ attended) and Y12 were given the opportunity to attend a full experience day at Sheffield Hallam University (70+ attended)

Ofsted observed "Pupils receive high-quality advice and guidance about careers and next steps. This is carefully matched to their individual needs at different stages of education. Sixth-form students are knowledgeable about their future options and go on to appropriate education, employment or training".

Alongside this we have facilitated several employer engagement events and visits. One example of this was Y9 students all engaging with a range of employers at a speed networking event, asking a range of questions of real employers (180+ attended). A further of this was when we have invited professionals in the field of engineering into to school to meet with students (50+ attended). We have also enrolled some specific Y9 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. Ultimately, 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.

Every year group has a planned engagement with a different progression route provider, including providers of apprenticeships, local colleges (e.g., Rotherham College), Rotherham Titans Rugby club, representatives from the armed forces and Sheffield University.

### **Activity 7 - Votes for Schools embedded through the Tutor Time Programme.**

Votes for Schools sessions are now embedded in tutor time for students in years 7-10. High-quality feedback has been given, to form tutors, through regular drop ins have taken place by SLT Links and SALs. Quality assurance has focused on pedagogy and to ensure that teachers deliver with passion, as they would their own subject, and that the content of the sessions appropriately exposes students to think deeply about the topical issues raised, in order to make their own, informed decisions. Student voice around Votes for Schools has been positive and it has been pleasing to see students becoming more confident in expressing their own views and grappling with challenging topics.

### **Activity 8 - All students to visit a university as part of the raising aspirations agenda Y7&8.**

Y12 and Y13 students visited Sheffield Hallam University and the University of Cambridge 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 accessed careers interviews with an internal Senior Leader and external colleague from Progress Careers. CEIAG was provided at these interviews to support students of all levels and backgrounds – encouraging exploration of all progression options available to them. Ofsted, in our recent inspection, observed "Pupils receive high-quality advice and guidance about careers and next steps. This is carefully matched

to their individual needs at different stages of education. Sixth-form students are knowledgeable about their future options and go on to appropriate education, employment or training".

*This is further evidenced through our continued improvement of our Gatsby evaluation of addressing the careers needs of students to 100% now receiving personal guidance. Raise the aspirations and awareness of options for students across all key stages has also improved from 50% have had access to employers to 100%.*

#### **Activity 9 - All HA PP students to visit a Russell group university.**

Several 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 Y9 students were taken to the University of Sheffield linked to our HEPP access. The entire Y11, Y12 and Y13 cohort were invited to visit Cambridge University for example. 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 have not yet secured 100% of HA PP student attendance so we need to continue to work here.

#### **Activity 10 - 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 parent's evening have taken place using this effective online system, which has led to clear and timely communication between teachers and parents/carers.

#### **Activity 11 - Parents' evening appointments of disadvantaged students made first.**

Members of staff through the Academy including senior leaders, SALs and SWMs worked closely with targeted families to ensure parents' evening appointments were made and communication routes were robust. This strategy allowed us to reach families that would otherwise have proved difficult and improved the impact on those students.

#### **Activity 12 - 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 2023-24.

#### **Activity 13 - 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.

This has become even more important given the improvement in the homework strategy and how engagement with homework can impact on eligibility for rewards.

**Activity 14 - Internal Exclusion Manager to effectively run the IE unit.**

The IE Manager improved the behaviour, expectations and work completed in the Internal Exclusion room. Through tracking and monitoring of repeat offenders, we have been able to identify 'the why' and reduce the number of repeated IE referrals as well as building our graduated response. We recognise further work to embed and develop this is needed in 2023-24.

**Activity 15 - Robust, purposeful Transition process.**

The 2022-23 transition plan for year 6 students was fulfilled alongside an enhanced transition process that took place for PP/SEND students, across all primaries; one to one meetings and 'meet the team' with senior leaders and NCR. Enhanced transition for selected SEMH cohort, and those in receipt of pupil premium funding, with Bridge staff in HT6. All feeder schools, and out of area feeders, received a number of transition events, culminating in full transition days for Y6 and subject specific days for prospective Y5 students. Parents' Evening saw over families welcomed into the Academy in HT6 also.

**Activity 16 - 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 has been positive around these opportunities, but we recognise that there is further work to do on this to develop this strategy in 2023-24 in order to be more strategic in the developing of opportunities and the tracking of the students accessing them.

## Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
N/A	
N/A	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

N/A.