

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Maltby Academy
Number of pupils in school	983
Proportion (%) of pupil premium eligible pupils	35.8%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/26
Date this statement was published	September 30 <sup>th</sup> , 2024.
Date on which it will be reviewed	September 2025.
Statement authorised by	Richard Wood, Principal
Pupil premium lead	Dan Hughes, Associate Assistant Principal
Governor / Trustee lead	Alex Steadman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£330,750

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

<p><b>Improve literacy and numeracy skills of disadvantaged students.</b></p>	<ul style="list-style-type: none"> <li>• Increasing the overall percentage of disadvantaged students achieving a 4+ in English and Maths to at least the national average.</li> <li>• Increasing the overall percentage of disadvantaged students achieving a 5+ in English and Maths to at least the national average.</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>• Results of NGRT tests will show that all disadvantaged students are reading at their current age.</li> <li>• Cross curricular delivery of the Oracy agenda.</li> <li>• Cross curricular development of numeracy skills.</li> </ul>
<p><b>Increase the participation of disadvantaged students in enrichment and extra-curricular activities.</b></p>	<ul style="list-style-type: none"> <li>• All disadvantaged students to participate in at least one enrichment activity (clubs, visits and leadership experiences) per week for the entirety of the academic year.</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> <li>• Increased aspirations of disadvantaged students resulting in increased investment through further careers and post 16 and 18 opportunities.</li> </ul>
<p><b>Increase the engagement of pupil premium parents in their child's education</b></p>	<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> <li>• Increased number of PP parents attending information evenings.</li> <li>• PCAB disproportionately attended by PP parents.</li> <li>• Boys' progress strategy includes a focus upon parental links.</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: £67,043 (inclusive of £3,612 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Improve the quality of teaching and learning for groups of disadvantaged students.</p>	<p>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.</p> <p>In order to make this strategy a reality we will continue to evaluate the quality of whole school teaching and learning through 'drop-ins' and 'culture walks' and ensure that staff are given regular high quality feedback.</p> <p>We will continue to encourage staff to use IRIS as a tool to further improve the quality of teaching and learning and this year we will continue the development of a bank of clips showing excellent practise.</p> <p>During the 23/24 academic year we have increased the size of the leadership team, which has aided retention. We will also continue to invest in IRIS kit, PLD specifically focussing on reading for all staff and a particular focus will be on recruitment and retention – specifically the Be well at work award.</p>	<p>1, 2, 3, 4, 5</p>
<p>2. Staff to receive up to date, bespoke PLD on</p>	<p>Research published by the Education Endowment Foundation</p>	<p>1, 3, 4, 6</p>

<p>the best strategies for groups of disadvantaged students.</p>	<p>and National Foundation for Educational Research (NFER) show many effective approaches used to improve outcomes for disadvantaged students. To implement this and to drive the highest expectations, we will continue to implement CPD for all staff which embeds the MLT teaching and learning standard alongside bespoke PLD on a range of strategies including a focus on pedagogical content knowledge and reading.</p>	
<p>3. Continue to embed an effective marking and feedback policy</p>	<p>Evidence from the Education Endowment Foundation toolkit shows effective feedback has the highest impact relative to cost. In doing so we will refine and further improve the quality of feedback and learning dialogue between teacher and student allowing them to enhance their progress, whilst considering teacher workload. Regular deep feedback through SPA assessments and whole class feedback will allow students to receive meaningful feedback for use in improving their performance and we will quality assure the implementation of this through book looks and through drop ins.</p>	<p>1, 4, 5, 6</p>
<p>4. Period 4 Achieve provision</p>	<p>EEF research has shown that students can benefit from additional support on top of timetabled lessons with resources and knowledgeable staff. This strategy allows students to benefit from additional support on top of timetabled lessons with their usual teacher. All Year 11 students receive an additional 50 minute period of taught delivery per day, every week during the academic year to plug gaps in subject knowledge and prepare students for their examinations and to ensure assessments are completed to the highest possible grade.</p>	<p>1, 2, 4, 5, 6</p>

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. We will use this research to deliver our own in house PLD on reading to upskill our staff as well as baselining all of our students in Y7-10. Alongside this we will use NGRT to test students in year 7-10 on their reading ability and follow up intervention will be put in place for those with a reading age below their chronological age. Read Write Inc. reading intervention will also be used to engage students with low reading ages in reading and writing. In addition to this we will continue to run additional reading lessons within English, invest in the library, NGRT testing, carry out reading intervention, specifically for students below 88 SAS and those with 89-99 SAS. The data below provides a breakdown of the latest Standardised Age Scores for the current year 8, 9 and 10 students.

1, 3, 4, 7

		% < <b>SAS</b> <b>88</b>	% > <b>SAS</b> <b>100</b>	% > <b>SAS</b> <b>112</b>
<b>Y8</b>	All	8.7	26	15
	Boys	12.1	30	16.5
	Girls	7.7	29	16.5
	PP	7.7	13.2	8
	NPP	9.9	43.9	25.3
<b>Y9</b>	All	12.8	57.2	29.4
	Boys	8.1	27	13.2
	Girls	7.6	38.4	23.9
	PP	6.4	10.1	5
	NPP	8.7	55.3	32.1
<b>Y10</b>	All	8.2	52	22.7
	Boys	6.9	32	13.2
	Girls	3.8	31.4	27.6
	PP	1.9	17.6	6.9
	NPP	8.1	46	21.3



<p>6. Fully embed the Whole School Oracy strategy in lessons across all subjects</p>	<p>Research into oral language interventions by the EEF has shown this to have very high impact in raising the attainment of disadvantaged students. Oracy interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. All staff have undertaken substantial training in oracy and subjects have been encouraged to build in specific tasks, at relevant times, into their curriculum to allow students to discuss their ideas and develop their oracy skills.</p>	<p>1, 3, 4, 7</p>
<p>7. Improve numeracy and mathematical ability</p>	<p>Research suggests that strategies including aspiration intervention, metacognition and self-regulation, feedback, homework and mastery learning can have an impact on a student's learning and progress in mathematics. To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models and by appointing a new Associate Assistant Principal, with a focus of improving teaching and learning in the department will allow this to have a further positive impact.</p>	<p>1, 5, 6</p>
<p>8. Embed the effective use of Satchel One.</p>	<p>EEF research suggests that homework and home learning can have a high impact on pupil outcomes The implementation of Satchel: One is aimed to improve the quality of homework set by staff, streamline the submission and monitoring process and raise the completion rate across the student body. All homework at key stage 3 is set via Satchel: One and is based on termly knowledge organisers,</p>	<p>1, 3, 4, 5, 6, 8</p>

	<p>containing key foundational knowledge from each subject. It is aimed at either prepping students for upcoming learning or embedding recent learning. Students will be set homework in line with the school policy and leaders will be able to quality assure how staff follow the policy and the quality of work set, leading to the Homework Investment in Learning strand being automatically populated and rewards issued to students.</p>	
<p>9. Enhance the use of online packages from multiple subject areas to across the curriculum as an effective teaching tool for home learning.</p>	<p>EEF research suggests that homework and home learning can have a high impact on pupil outcomes. Through using online systems such as Tassomai, Sparx Maths, Know it all Ninja and Smart Revise, students, particularly those in key stage 4, are able to complete homework and revision bespoke to them. These platforms allow students to revise across a wide range of subject areas and have resulted in improved GCSE performance. The Academy will also invest in an online learning platform, containing multiple subjects and will be aimed at supporting our most vulnerable students, allowing home learning to take place.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>10. Learning walks and book reviews, focusing on provision for disadvantaged students.</p>	<p>This approach will help to identify where additional support is needed for disadvantaged students and staff working with them. As part of the Academy's ongoing quality assurance process, learning walks, drop ins, culture walks and book reviews will have a focus on disadvantaged students. This will allow leaders to specifically review the progress of those students across a range of subjects, year groups and abilities.</p>	<p>1, 4, 5, 6</p>
<p>11. Embed consistent, behaviour systems to</p>	<p>EEF research has shown that in successful schools, impact can be</p>	<p>1, 3, 6, 7</p>

<p>reduce low level disruption and secure behaviour and standards.</p>	<p>had if there is a strong commitment to doing everything possible to remove barriers that hinder a student's development.</p> <p>Successful schools make sure they have effective behaviour strategies that communicate simple, clear rules. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>We will continue to implement a consequences based behaviour system, offer staff PLD and constant refinement of the system to improve processes. Active support will be a constant presence around the academy. The school has dedicated, trained members of staff who provide counselling to students where needed and the use of Class Charts will support the analysis and recording of behaviours' and rewards in the academy.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £192,108 (inclusive of £10,350 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Alternative provision in the Academy.	<p>EEF suggest that behaviour and aspiration interventions can have some impact on student program and therefore investing in a specialist onsite external provision will give students a different environment and an alternative, bespoke curriculum to support them to achieve their best.</p> <p>The academy feels that investing in an on-site alternative provision will allow some of our more 'hard to reach' students a specialist provision that will give them the change of environment and a bespoke curriculum they need in the short term to support them to make the best progress.</p> <p>We have put part of this fund to rejuvenate the learning environment, build capacity in staffing and widen to curriculum to offer students the chance to study for a Land Based studies qualification.</p>	1, 2, 3, 7, 8
2. Student Pastoral Support	<p>The EEF research into behaviour and aspiration interventions suggest that this can have a positive impact on student outcomes and investing in a SAL and SWM for each year group means we are able to give personalised support to those students that need it.</p> <p>Each year group in the school has dedicated support staff (Student Welfare Managers and Student Achievement Leaders) whose aim it is to improve behaviour, attendance, Investment in Learning and outcomes. A proportion of the</p>	1, 2, 3, 8

	fund will go towards paying the salaries of these staff.	
3.Primary MFL Provision.	We want to improve life chances and facilitate social mobility by ensuring a high proportion of our students engage with, and later study a language, at key stage 4. In offering this strategy 4 periods each week will allow some of our MFL teachers to visit the local primary schools and deliver a bespoke languages curriculum to students.	1, 7
4. Monitoring system for Pupil Premium students.	EEF research has shown that in successful schools, impact can be had if there is a strong commitment to doing everything possible to remove barriers that hinder a student's development. Students in receipt of the pupil premium will be regularly monitored for the AAP for PP through the use of the Class Charts system. Behaviour, attendance, their attendance to enrichment activities and the access that they have had to educational visits will be monitored to ensure parity with their non pupil premium counterparts.	1, 2, 3, 4, 5, 6, 7, 8
5. Improve literacy and numeracy skills of students in Key Stage 3.	Evidence from the EEF toolkit shows that metacognition and self-regulation strategies, oral language interventions and reading comprehension have significantly high impact on disadvantaged students' attainment and progress in literacy and numeracy. The Whole School Reading Coordinator will ensure that all reading strategies are implemented with rigour across the Academy whilst also offering to bespoke reading intervention to those students whose NGRT scores warrant it.	1, 4, 5
6. Identify underperforming pupils through the RAP process and target	EEF and NFER findings show that more successful schools use data to identify learning needs at every opportunity. Evidence indicates	1, 2, 3, 7, 8

<p>interventions, particularly for Pupil Premium students.</p>	<p>those receiving good feedback from teachers and strong parental support will generally perform better.</p> <p>Half termly raising attainment and progress meetings will be held with the Vice Principal, year 11 pastoral team and subject leaders of core, Ebacc and open basket subjects, with the intention of monitoring performance of students, to offer praise and encouragement for those doing well and to offer support and intervention for those who need it the most.</p>	
<p>7. Rigorously track higher prior attaining students.</p>	<p>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.</p> <p>The use of Class Charts will allow tracking of behaviour, attendance and enrichment take up to be monitored to allow these students to be pushed in order to reach their potential and achieve the highest grades and best possible progression routes. In addition to this an Associate Assistant Principal has been assigned to the strategic overview of high attainers and will put in place systems and processes that allow the most able students to be tracked more rigorously than in previous years. In addition, some other strategies that we have adapted whole school, that will help to push high attaining students are the inclusion of the enrichment model, being built into the school day for year 7, 8 and 9 students. Our form time initiative of Personal Development Reading is also aiding students to engage with a breadth of texts and increase the volume of</p>	<p>1, 7</p>

	words that they interact with. Finally, the offer of discounted PERI music lessons is offered to pupil premium students as well.	
8. Tutor Time Provision.	<p>EEF toolkit shows that the development of metacognition and self-regulation skills has a high impact on learning for a low cost. Likewise, their research into social and emotional learning also highlights a moderate impact can be had on student's learning. The tutor time provision at the Academy will continue to be strong offering sessions to year 7-10 students on standards, behaviour and attendance, Personal Development reading, Character Education, Votes for Schools and an assembly.</p> <p>Votes for Schools' is a program delivered through tutor time each week exploring current affairs and contains youth focused topics to capture the interests of students across the school. The diversity of the topics ensures all students have ample opportunity to discover an interest in something that they may not have been introduced to previously and the programme includes and encourages weekly debate as students are given a safe space to explore social and political issues.</p>	1, 2, 3, 4, 6, 7
9. Continue to refine the VLN process and graduated approach to behaviour	<p>Research undertaken by the EEF suggests that behaviour interventions and mentoring can have a high impact on the progress of disadvantaged students. In the Academy we will continue to implement our consequences based behaviour system, offer PLD to staff, ensure active support are a constant, presence around the academy, offer counselling and pastoral support to students who need it. We will also continue to the run the Vulnerable Learners Network</p>	1, 2, 3, 8

	<p>group whereby a large number of students are discussed on a weekly basis and strategies are put in place to try and support them. A graduated response to behaviour will also continue to be in place to support the school culture but to ensure that there is a pathway of behaviour support for students who need it the most.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,599 (inclusive of £3,857 contingency fund)

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

	improve attendance. Alongside this, Class Charts will be used to support the analysis and recording of attendance in the academy.	
3. Monitor attendance and follow up quickly on truanancies. First day response provision by personal contact rather than automatic for PP.	<p>Attainment for children cannot be improved if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step in closing the attainment gap between disadvantaged and anon disadvantaged students.</p> <p>Daily home visits will be conducted by the attendance team to students with absences, longer term medical and students who are a cause for concern. We will also conduct visits to those who may not engage as well over the phone or come into school to meet. We are able to do this due to the investment last year in an additional attendance officer taking the total staff in the attendance team to two.</p>	2, 3, 8
4. Reward students who improve their attendance.	<p>Students will benefit from having good attendance and will be rewarded with the opportunity to achieve house points and attend trips and events.</p> <p>Students who have the best attendance will always be in the hat to access the rewards that are offered to students on a termly basis. Weekly students will have their name added to the 'Awesome Attenders' board which students will see as they work their way through the Gate, each day.</p>	2, 7
5. Discounted Music Provision	The EEF says that there is good evidence to suggest that participation in the Arts can have a positive impact on academic outcomes in other areas of the curriculum.	1, 7
6. Promote opportunities for	Research shows that a low proportion of disadvantaged students access higher ranking	1, 7

<p>students through local business links</p>	<p>universities and research by the EEF suggests that aspiration interventions can have an impact on student progress.</p> <p>Throughout the Academy, departments are encouraged to offer a range of cultural capital enhancing opportunities to students. Whether this be through 'speed dating' style employer engagement events or through the year 9 'Better Learners, Better Workers' scheme, all students will gain access to employers at various times in the year.</p>	
<p>7. All students to visit a university as part of the raising aspirations agenda</p>	<p>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.</p> <p>Throughout the Academy, departments are encouraged to offer a range of cultural capital enhancing opportunities to students including interactions with higher education providers. Whether this be through university representatives coming into school or the Academy taking students to other institutions, students will gain access to universities at various times in the year.</p>	<p>1, 7</p>
<p>8. Renew the subscription to the online Parents' Evening booking system.</p>	<p>By renewing the subscription to the online Parents' Evening booking system, we are able to arrange evenings where staff can speak to parents online, without the need to bring them into school. Where-as previously, some parents may not have taken the opportunity to come into school to discuss their</p>	<p>1, 2, 3, 6, 8</p>

	child's learning, now they can do so remotely through this timely and efficient system.	
9. Maltby Academy Alumni maintained.	<p>Raising the aspirations of students with low aspirations can make the difference to life chances and open doors to good apprenticeships, college courses, universities and careers, leading happier, more fulfilled and successful lives.</p> <p>By the Academy maintaining an Alumni, we are able to keep track of the destinations of our former students and the careers that they have entered. In doing this, we can offer them opportunities to come back into school to present their lives to our students to offer them inspiration to succeed and live successful and fulfilling lives.</p>	1
10. Homework club staffed each day after school.	<p>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.</p> <p>We know that some of our students either do not have access to appropriate technology or a suitable place to complete homework and therefore we have given them the opportunity to complete it in school through a daily homework club, that is staffed by one of our Cover Supervisors until 3:30pm.</p>	1, 2, 3, 4, 5, 6, 8
11. Pastoral Manager appointed to lead student year teams and add capacity to pastoral team.	<p>A Pastoral Manager to be appointed to ensure the consistency of approach between year times, build capacity and take an overview of the pastoral team, whilst supporting the senior leadership team. EEF research suggests that behaviour interventions and social and emotional learning can have a</p>	1, 2, 3, 8

	positive impact on the progress of disadvantaged students	
12. Robust, purposeful Transition process.	<p>Raising the aspirations of students with low aspirations can make the difference to life chances and open doors to good apprenticeships, college courses, universities and careers, leading happier, more fulfilled, and successful lives. Research from the EEF suggests that by investing in behaviour interventions, social and emotional learning and parental engagement, positive impact can be had with disadvantaged students.</p> <p>A select group of pupils each year have a targeted, bespoke transition programme which gives them an insight into the academy. These students are carefully identified to ensure the right package of support is in place, this has included evening tours and visits by our staff to their primary schools in order to deliver sessions with a view to forming positive relationships with students, parents and the primary staff.</p>	1, 3, 7, 8
13. Provide enrichment opportunities to ensure students engage with, and develop, cultural capital.	<p>Students will benefit from exposure to enrichment and cultural capital and research from the EEF confirms that aspiration interventions and collaborative learning approaches can have an impact with students. Offering a wide range of high-quality extracurricular activities will boost wellbeing, behaviour, attendance, and aspiration. Activities such as The Duke of Edinburgh's Award and British Sign Language will focus on building life skills such as confidence, resilience, and socialising.</p> <p>In addition to our after-school enrichment opportunities, the 2024/25 academic year will include enrichment built into the school day for year 7, 8 and 9. It will take place</p>	1, 3, 7

	<p>on Wednesday afternoons and allows students to participate in a range of sporting, academic and cultural activities from Boxing and Trampolining to Stand Up Comedy and Hair and Beauty. By including enrichment into the school day it removes all barriers for our Pupil Premium students to be able to engage with and participate in weekly enrichment activities.</p>	
<p>14. Embedding our academy Vision and Key Drivers.</p>	<p>Research by the EEF suggests that aspiration intervention, behaviour interventions and parental engagement can have moderate impact for moderate cost.</p> <p>The embedding of the vision – To deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives and our Key Drivers of confidence, community, resilience, responsibility and aspiration were created with the input of all staff and students. The Vision and Key Drivers underpin everything that happens within the academy and is part of our whole school ethos.</p> <p>A new assembly programme package will help us to embed the vision as will having visuals ‘vision’ around the school, particularly in classrooms signage, quotes and displays etc.</p>	<p>2, 4, 5, 8</p>
<p>15. Competition-based house system</p>	<p>EEF Research states that participation in the Arts and Sport as well as social and emotional learning and metacognition and self-regulation can have a large impact on the progress of disadvantaged students.</p> <p>The premium will fund a percentage of the delivery costs of our competition-based house system including a TLR for the House System Coordinator. The vision for</p>	<p>1, 2, 4, 7</p>

	our house system is to build an identity through competitions.	
16. High quality careers education, information, advice and guidance.	<p>EEF Research suggests that aspiration intervention and parental engagement can have some positive impact on the attainment and progress of disadvantaged students.</p> <p>CEIAG is implemented in the Academy at different times through the year to supplement their curriculum. This takes many different forms and will involve the Careers Leader and Progress Careers as well as a large number of other outside agencies to provide bespoke Careers advice and education to meet individual needs.</p>	1, 2, 4, 5

**Total budgeted cost: £330,750.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Teaching:

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

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

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

Leaders provide regular and effective training to develop staff's knowledge of how to support all pupils including those with SEND. Teachers revisit content regularly and provide lots of opportunities and support to enable pupils to revisit and recall what they have learned. Currently unvalidated data puts our pupil premium progress score at -0.45 for last academic year. This is above -0.57, which was the national average for 2023, but we recognise that there is still work to do to further close the gap.

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

The PLD offer at MA over the last 12 months has been extensive and bespoke. The start of the year saw the revisit of the 5 micro scripts around classroom routines and culture in the classroom. We know that students, especially those with SEND, learn best when they feel safe and when there is consistency between teachers and classrooms are quiet and supportive. Later in the year PLD focussed on all aspects of questioning including participation ratio, checks for listening, choral response, checks for understanding and active observation. These assessment for learning strategies allow the teacher to adapt the lesson and to reteach misconceptions, or work with specific students who may be struggling. Whole school PLD is followed up with small group PLD that takes place during assembly time. Here we use IRIS clips to promote honest reflection and discussion about refining these strategies, as research shows that discussion and practice outside of the classroom is key to embedding these good habits.

In addition, within departments, Pedagogical Content Knowledge PLD took place each half term. Experts in their subject areas shared with less



experienced colleagues, or those teaching outside of their degree specialism, common student misconceptions and the most effective models and analogies to use to aid the development of schema around key ideas in focus topic.

### **3. Continue to embed an effective marking and feedback policy**

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

### **4. Period 4 Achieve provision**

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

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

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 the academic year. 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 last year, 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.

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

A considerable amount of work has gone into the oracy provision across last year, including another successful year of the Speak Out festival. In the classroom, oracy provision was quality assured through learning walks with the Whole School Oracy Coordinator, and the Assistant Principal for Teaching and Learning.

In order to further the use of Oracy across the entire school, Talk Thursdays have now been implemented as part of the morning gate routine. The subject matter is mapped against the personal development focus for that week – and allows the students to discuss important, national and global issues to a high standard.

#### **7. Embed the effective use of Satchel One.**

Satchel One continues to be the platform for setting homework in key stage 3. This strategy is based around the use of knowledge organisers which contain key foundational knowledge for each subject and feed into 5-7 short, self-marking quizzes each week. Teachers then analyse the results of these quizzes to feed forward into lessons where they can reteach any areas of weakness. As this is a standardised approach across the Academy, this has allowed for quality assurance of the setting of homework whilst allowing for effective analysis of student participation data. This data filters into our rewards strategy for students and allows us to automate the Investment in Learning score for the Homework strand. This data has allowed us to target key students in year 7, 8 and 9 who have not completed homework and to work with parents to generate solutions to some the reasons behind why students have not engaged. 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 online platforms such as Tassomai, Sparx Maths and Smart Revise.

We have previously done work to ensure that all students have the ability to access the online platforms by giving students, who require it, access to laptops, access to a dongle for use at home and by offering opportunities to attend Homework Club on a daily basis, after school.

#### **8. Enhance the use of online packages from multiple subject areas to across the curriculum as an effective teaching tool for home learning.**

Generally, students who engaged with the online platforms Sparx and Tassomai did so to a high level, achieving high scores on tasks and aspiring to complete further tasks. Weekly leader boards were used on the morning gate for both Sparx and Tassomai to praise students who were engaging well, but also to provide support in the form of a morning homework club for year 11 students who were not.

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

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

As previously mentioned, we have done work to ensure that all students have the ability to access the online platforms by giving students, who require it, access to laptops, access to a dongle for use at home and by offering opportunities to attend Homework Club on a daily basis, after school.

#### **9. Learning walks and book reviews, focusing on provision for disadvantaged students.**

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

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

#### **10. Embed consistent, behaviour systems to reduce low level disruption and secure behaviour and standards.**

100% consistency, 100% of the time by 100% of the staff has been the mantra that 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 use of Culture Walks by Senior Leaders provide drop ins and offer support to staff to improve practice. This continues to improve culture around the site.

Lesson removals reduced by 20% in 2023-24 compared to the previous year, whilst the level of expectation of students in lessons and around site increased. Students who display behaviours which do not meet these high expectations are supported through the development of our Graduated Response through

the Vulnerable Learners Network Meetings (VLN). This ensures the right level of support is given to all of our students. This is reflected in the 8% reduction in suspensions in the last academic year, continuing a downward trend following a reduction of 18% the previous academic year.

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

### **Targeted Academic Support:**

#### **1. Alternative provision in the Academy.**

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

We currently have partnerships with Cultiv8 and Land Based Studies Horticulture based programmes, as well as accessing Cirque Beauty Outreach, both of which provide on-site Alternative Provision.

Our Exceed cohort also saw improvements in attendance of 14.5% and a 74% significant reductions in suspensions compared to the previous year.

#### **2. Student Pastoral Support**

Maltby Academy's pastoral support continues to develop and grow to support the ever changing needs of our students. Each year group has a designated Student Achievement Leader and Student Welfare Manager, as well as well staffed Safeguarding and Attendance teams that contribute to the direction of intervention through our Vulnerable Learners Network (VLN) meeting process. Our Graduated Response ensures the correct pastoral support is available for our students at the right time and enables the pastoral team to intervene appropriately to student need. The options within the Graduated Response are constantly developing to meet the needs of our students, and includes extensive interventions for concerns based on mental health, behaviour in and out of the academy, attendance and SEND. This works hand in hand with the Local Authority and other external bodies in order to ensure our vulnerable students are supported throughout their education.

#### **3. School-Led Tutoring**

In addition to the funding received for the National Tutoring Programme 2023-2024, we will use some of the Pupil Premium funding to widen the opportunities for students across the Academy to access School Led Tutoring. Last year a total of 83 year 11 students, access a total of 737 hours of school led tutoring, with the intention of improving their attainment in a variety of subjects including English, Maths and Science to PE, Geography and Art amongst others. Out of

the students accessing the tuition provision, 29% of them were in receipt of Pupil Premium funding.

#### **4. 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. However, in the 2023-24 academic year we have been unable to provide this due to staffing issues in these core areas and group sizes have been slightly larger than in previous years.

#### **5. Smaller class sizes in English & Maths.**

Additional classes have been added to our Y11 core curriculum in English, Maths, and Science in previous years. The rationale behind this is 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.

Guidance identified by EEF and NFER outlined the proposed impact of small, flexible groupings, disadvantaged students were prioritised as students for this intervention. However, in the 2023-24 academic year we have been unable to provide this due to staffing issues in these core areas and group sizes have been slightly larger than in previous years.

#### **6. Primary MFL Provision.**

In September 2021 we standardised the Spanish Primary provision across all of our feeder schools (including Maltby Crags Community School, which is not part of the Maltby Learning Trust). Resources were coherently planned, and our teachers were deployed to deliver Spanish lessons to our local year 6 students. Feedback from participating schools is extremely positive, and representatives from our Primary schools were full of praise for the quality of teaching delivered. Lesson observations carried out by the Subject Leader of 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. 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.

#### **7. 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 attainment, attendance, behaviour, house points and rewards, investment in learning, homework as well as those students who attend enrichment activities. Giving pupil premium students a high profile has allowed teachers to identify cohorts within their classes, and target them with these opportunities, including those in receipt of pupil premium funding, as well as those who are identified as SEND.

### **8. Improve literacy and numeracy skills of students in Key Stage 3.**

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

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

This demonstrates the long term impact these strategies are having.

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

Students have continued to receive numeracy support throughout their maths lessons in a manner designed to support them achieving as well as possible as well as providing them with the skills to succeed in further education or employment. The use of the White Rose Maths Scheme, adapted to the Academy's context, has supported the development of the numeracy skills of students by ensuring lessons are of a consistently high quality. This has been especially important in supporting non-mathematics specialists who deliver a small number of Key Stage 3 lessons. Year 11 Tutor Time Core Achieve Provision as well as compulsory Period 4 sessions also supported students in developing students' numeracy skills in preparation for their GCSE exams and PP students who consistently engaged well with these sessions achieved higher than those who did not. There is still further work to be done to engage students and families who engage less with this provision.

### **9. 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, school led tutoring and holiday and weekend interventions were some of the strategies deployed, in response to need, identified through RAP. We continued to provide study support materials, at regular intervals, prior to trial examinations, including the purchase of revision guides for all subjects that each student studies. Regular support for parents/carers at information and parents' evenings was given both face to face and online.

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

## **10. Rigorously track higher prior attaining students.**

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

## **11. Tutor Time Provision.**

The Tutor Time provision continues to be fully resourced, through bespoke year group Character Education sessions, Personal Development Reading, Assemblies, Votes for Schools and Standards reviews. Resources are created centrally, as part of the Personal Development Strategy and seamlessly connect the Life Skills curriculum and Awareness Calendar. The Tutor Time curriculum exposes students to British Values, SMSC, Cultural Capital and Protected Characteristics.

The Life Skills curriculum is carefully planned by a subject specialist meeting all statutory and advisory guidance. It teaches pupils how to be safe and healthy and helps them to make informed choices and effectively manage risk. Students in all year groups, access this provision, and are taught about citizenship, democracy and current affairs. Response sessions are regularly delivered to exploit key links between national and global events/celebrations and respond to local need.

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

### **Wider Strategies:**

#### **1. Pupil Premium Breakfast Provision**

We know that some of our students experience high levels of social deprivation and research suggests that students learn best when they have slept well and had a good breakfast. We have recognised that this poses a challenge for some of our students and their families and to help meet this need, we have provided Toast and Juice on a daily basis for those that require it, which can be accessed from the Grumpy Mule in the Street. Further work is needed to determine the impact of this strategy and its uptake.

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

Effective and robust attendance policies and procedures for attendance are in place, with a specific policy to support Pupil Premium students. There are robust punctuality systems and procedures in place to ensure students realise the importance of good punctuality and to penalise those that do not turn up on time. Our attendance team are on duty in the community every morning to encourage students to come into school on time, and students receive explicit

teaching on the importance of punctuality. Same day detentions are in place as a sanction for lateness, but we recognise further work around this is needed in 2024-25

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

Communication between the expanded attendance, safeguarding and pastoral teams regarding student attendance has improved due to the staffing levels within these areas and opportunities for sharing information, expertise and solutions within the academy's Vulnerable Learners Network (VLN) meetings.

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

Increased staffing within the attendance team has increased capacity for home visits for absent students, as well as the ability to work with families to reduce persistent absence. We recognise further work around this is needed in 2024-25.

### **4. Reward students who improve their attendance.**

For the past few years, we have ensured that we have built attendance and punctuality into all rewards across the school through the golden ticket scheme. This allows students to access a number of different experiences at the end of each half term if they have met a number of our expectations. We recognise further work around attendance is needed in 2024-25 but this is one strategy that we will continue to use to help improve it further.

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

See actions 2-4.

### **6. Promote opportunities for students through local business links**

All Y11 and Y13 students accessed careers interviews with an established external colleague from Progress Careers. Careers education, information, advice and guidance 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, allowing them to consider pathways to higher education, higher level apprenticeships and employment. Y13 were supported in exploring their Post 18 options through Tutor Time 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 exposed them to top Universities. Y11, Y12 and Y13 students were given the opportunity to visit Cambridge University (90+ attended) and Y12 were given the opportunity to attend a full experience day at Sheffield Hallam University (70+ attended).

We have also enrolled some year 9 students in the Better Workers, Better Learners programme which is an employer-led programme that provides young people with the knowledge, skills and attitudes they will need to be successful



in the world of work. Exposing our students to a broad range of career opportunities and experiences has meant our students are better informed when making choices about their future. Following the success of this programme, this will run again this academic year.

### **7. Votes For Schools embedded through the Tutor Time Programme.**

Votes for Schools is focal to students understanding and exercising Fundamental British Values. As part of our tutor time provision, students are empowered to discuss and debate current topics with their peers in a secure environment. They are taught their voice is important and these sessions allow them to build knowledge and skills to allow them to participate in modern Britain.

Delivery is monitored via regular staff PLD and QA as explained above and is fully 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.

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

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

Several other university visits have taken place, to provide students with a wider understanding of options available to them. For example, Health and Social Care took students to explore course and career options at Leeds University linking boys to Psychology. Similarly, a group of year 9 students were taken to the University of Sheffield linked to our HEPP access. However, there is still work to be done to give all high attaining students access to a Russell Group university. According to our latest Gatsby benchmark evaluation, more students have now had access to Universities and HE than previous, however we have not yet secured 100% of HA PP student attendance so we need to continue to work here.

### **9. Renew the subscription to the online Parents' Evening booking system.**

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

### **10. 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 2024-25, and a push for new alumni members has already kick started for this academic year.

### **11. Homework club staffed each day after school.**

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

### **12. Pastoral Manager appointed to lead student year teams and add capacity to pastoral team.**

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

### **13. Robust, purposeful Transition process.**

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

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

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

Year 6 preparatory transition is a values-based curriculum with the intention of welcoming pupils into the Academy and establishing routines for success. Key leaders visit each Primary for whole cohort VLN meetings. This enabled us to gather individual profiles for each student to inform support prior to transition and to establish individual student needs. Enhanced transition for selected SEMH students, and those in receipt of pupil premium funding allows some

students to take part in the Bridging Project with our SEND team. Additional wrap around care is provided for anxious students through well-being walks and pre-work sessions.

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

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

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

## Externally provided programmes.

Programme	Provider
N/A	

## Service pupil premium funding (optional)

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

## Further information (optional)

N/A.