



Maltby Academy



The Maltby Learning Trust

**Whole-school
ethos on
attainment for all**

**Addressing
behaviour and
attendance**

**High quality
teaching for all**

**Meeting
individual
learning needs**

**Deploying staff
effectively**

**Data driven and
responding to
evidence**

**Clear, responsive
leadership**

Maltby Academy – Pupil Premium Plan – 2019-20

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1 – Our approach to the Pupil Premium allocation

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

Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are indeed registered. Nationally one in four children comes into this category. It is important to recognise that these pupils span the entire ability range.

Many of our students are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs and the most able.

According to National statistics, Maltby is amongst the 10% most deprived neighbourhoods in the country. The area is also in the lowest quintile nationally for POLAR3 and POLAR4, highlighting that young people from Maltby are significantly less likely to enter higher education.

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

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

1. Identified our PP cohort ([section 2.2](#)) and the barriers they face ([Section 2.5](#))
2. Chosen intervention strategies based on [EEF research and toolkit](#), the 'National Foundation of Educational Research' [NFER Building blocks of success](#) (at the top of the front page) and [previous PP spend impact](#)
3. Set our success criteria ([section 3](#))

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

2.1 - Pupil Premium over 5 years

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

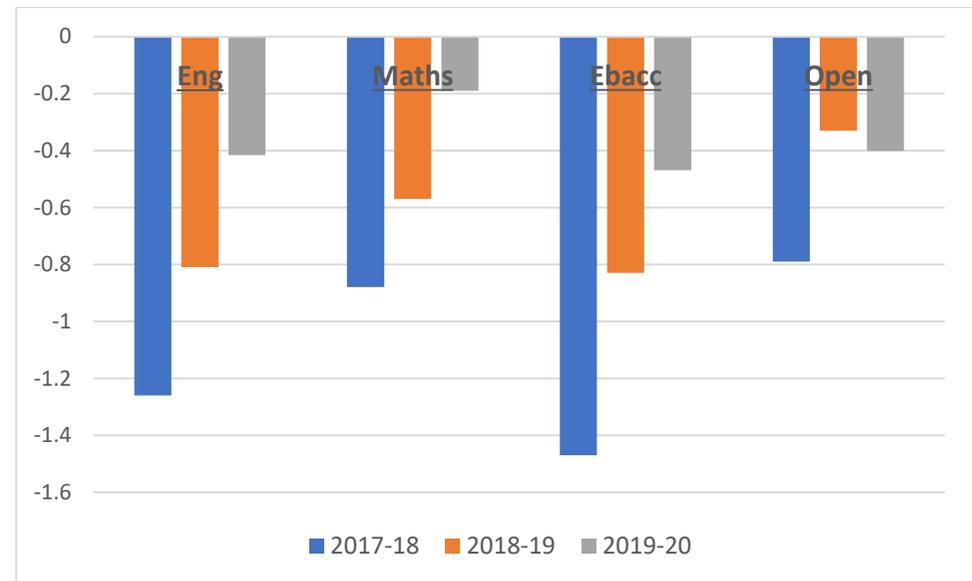
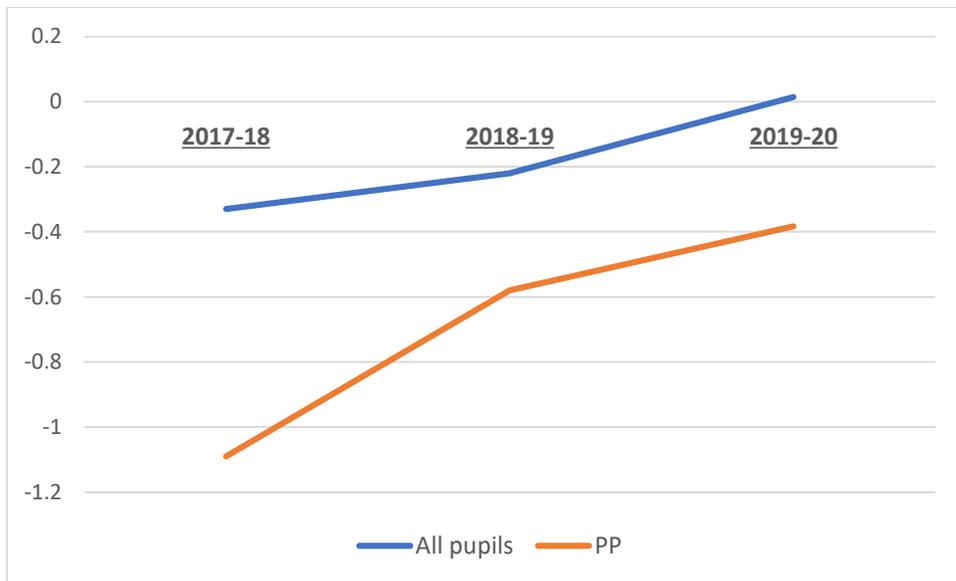
2.2 - The Pupil Premium allocation for 2020-21

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

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

2.3 - Summary information			
Academic Year	2020-21	Total PP budget	
Total students		Students eligible for PP	
Planned expenditure	£304,772	Contingency for in year	

2.4 - Impact of the pupil premium - 2019-20		
	Students eligible for PP (MA)	Students not eligible for PP (national average)
KS2 fine point score (equivalent)	4.2	4.7
Progress 8 score average 2020 outcomes	-0.38	0.13
Attainment 8 score average 2020 outcomes	35.40	50.1
Basics 5+ 2020 outcomes	20.0%	50.1%



2.5 - Barriers to future attainment (for students eligible for PP)	
2.5.1 - Academic barriers (issues to be addressed in school)	
A.	Low aspiration: many of our pupils arrive with low aspirations
B.	Poor literacy skills: disadvantaged pupils arrive significantly below others in their English skills. We have a high proportion of low prior attainers in the Pupil Premium group and a small proportion of high attainers. Many pupils eligible for the Pupil Premium have reading ages significantly below chronological. Whole school focus on quality of written and spoken communication in the 'Oracy programme' launched across the academy.
C.	Pastoral: Many of our pupils have social, emotional and mental health issues, anger management issues, difficulties with social skills, incorrect uniform, lack of equipment, lack of support at home, regularly go without eating breakfast, need mentoring/counselling for these issues.
D.	General Numeracy especially of Low Prior Attaining Pupils: Pupils arrive Sig- in Maths skills and we have a high proportion of very low ability pupils eligible for the Pupil Premium who have not made enough progress in Maths.
E.	Homework/Revision/Organisation: There is an in-school gap for pupils eligible for the Pupil Premium around homework, behaviour logs and performance in exams meaning that pupils need support with homework, in-class support and further strategies on revision.
F.	Lack of confidence and determination. Lack of resilience.
G.	Underachievement from KS2 compared to their non-disadvantaged peers. Disadvantaged pupils have significantly lower attainment on entry.
H.	Lack of enrichment opportunities and cultural stimulation.
2.5.2 - Additional barriers (issues which also require action outside school)	
A.	Attendance: There is an attendance gap between our PP and non-PP pupils. This gap is most significant for PA pupils.
B.	Enrichment: Many of our pupils eligible for the Pupil Premium have not had a wealth of life experiences and do not have high vocabulary standards.

2.5.3 - Intended outcomes		Success criteria
A.	Improve literacy and numeracy skills.	<p>Increase the overall percentage of students achieving the basics measure.</p> <p>To diminish the gap between disadvantaged and non-disadvantaged students on each measure.</p> <p>Regular delivery of reciprocal reading to develop reading comprehension and metacognition across KS3.</p> <p>Cross curricular delivery of the oracy drive</p> <p>Cross curricular plan for the development of numeracy skills.</p>

B.	Increase aspiration of students.	Robust Career Education Information Advice and Guidance (CEIAG) provision in place to meet the needs of students in all year groups. Regular access to university and business links for students. Development of student leadership.
C.	Improved outcomes for high prior attaining disadvantaged students.	Increase the Progress 8 score for higher ability students to above floor. Close the gap between performance of higher ability PP and non-PP students on key measures.
D.	Improve the attendance of disadvantaged students.	Attendance for all in line with national and the gap between disadvantaged and non-disadvantaged students diminishes.

3 – Planned expenditure

How we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

3.1 - Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	Cost
Staff receive up to date, bespoke CPD on the best strategies for groups of disadvantaged pupils.	Teachers can expertly adapt their teaching to suit the needs of individual disadvantaged owners.	Research published by the EEF and NFER show many effective approaches used to improve outcomes for disadvantaged pupils	Staff CPD feedback on questionnaires. Pupil outcomes. Staff line management meetings and performance management reviews.	Line management meetings termly	£4,500
Learning walks, learning enquiries and work scrutiny	Monitor the quality of teaching delivered to disadvantaged pupils	This approach will help to identify additional support needed by disadvantaged pupils and staff working with them	Learning enquiry reports and work scrutiny. Evidence from QA.		£2,900
Launch the Oracy Structured Talk programme through the English department.	Raise the agenda of the power of language and empower pupils to use aspirational vocabulary	Research has shown the literacy agenda has been shown to be a key driving factor in raising the attainment of disadvantaged pupils	English department to drive the programme. Assess and track reading ages.	After each report cycle	£3,700
Drop Everything And Read (DEAR) programme	Raise the profile of reading throughout the academy, improving the confidence of pupils and raising their reading ages	The DfE report 'Reading Matters' published in 2015 suggests that ''One in five children still leave primary school unable to read at a standard that will ensure they are well placed to succeed at secondary school.''	Built into curriculum time. All pupils to complete each week.	Termly	£5,000
Embed an effective assessment	To promote progress over time and close PP gaps in school.	Evidence from the Education Endowment Foundation (EEF) toolkit shows effective feedback	Coherent policy across the Trust. Effective training of staff Regular sharing of good practice.	At each learning enquiry and final review June 2021	£2,400

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	Cost
marking and feedback policy		has the highest impact relative to cost			
Secure a sound knowledge and understanding of assessment objectives within reform through staff training	To ensure we are well informed from the first years through reform and the curriculum is robust to ensure students are prepared for expectations of Key Stage 4.	There have been a lot of changes across the curriculum; staff and students need to be focussing on the right content and skills in order for the students to succeed.	Coherent policy across the Trust. Effective training of staff Regular sharing of good practice. More regular assessment in class. Empower students as independent, confident learners.	At each learning enquiry and final review June 2021	£5,200
Continue to develop pedagogy and practice for effective wave 1 teaching, learning and assessment to promote progress.	To ensure all teachers meet the teaching standards and lessons are effective or highly effective across the Academy for all students.	National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor-quality teaching has a disproportionate effect on disadvantaged students.	Quality assurance, monitoring and evaluation. Bespoke training linked to QA outcomes in SID sessions. Whole staff training on identified areas from QA. Whole school training on SEND Access to South Yorkshire Learning Hub, Partners in Learning teaching school and ITT programmes.	At each learning enquiry and final review June 2021	£3,700
LAC pupils in KS4 receive vouchers for 1-to-1 tuition	LAC attainment gap to national reduced.	1-to-1 tuition has been shown to have a significant impact on pupil attainment.	Regular reporting on LAC progress	Outcomes of LAC pupils at the end of the year	£1,700
Breakfast Achieve session. Pupils supported to work. Breakfast provided.	Quality or revision and homework for Y11 disadvantaged pupils improved.	Research shows students from low income families perform better when provided with breakfast.	Departments contribute to the provision. KS4 achievement leader present. Attendance monitored closely.		£1,250
Achieve programme after school.	Extra lessons after school each evening with department teachers focussed on key curriculum areas	Students benefit from additional support on top of timetabled lessons with resources and knowledgeable staff.	Programmes published to pupils and families. Whole year group priority.		£4,200

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	Cost
Establish a common and consistent BFL strategy to reduce low level disruption and secure academy standards.	reduce low level disruption and secure Academy standards Refocus young people on learning and progress. Ensure students are prepared for learning	In successful schools there is a strong commitment to doing everything possible to remove barriers that hinder a student's development, (eg attendance and behaviour).	Implement and embed a positive behaviour and rewards policy across the school. To deliver high quality training to the new Pastoral team and monitor performance. To ensure provision for individual SEND students to support their needs in terms of Individual Education Plans (IEPs).	Termly and final review July 2021	£11,500
Senior Vice Principal recruited to head Personal Development, Behaviour and Welfare	Increase disadvantaged attendance to be in line with the national average of non-disadvantaged students.	In successful schools there is a strong commitment to doing everything possible to remove barriers that hinder a student's development, (eg attendance and behaviour).	Attendance figures and PA figures will show impact	Half termly attendance figures	£30,000
Embed Hegarty Maths into the numeracy curriculum and use as effective teaching tool for home learning	Improve pupils' confidence with maths and enable them to access quality teaching and learning tool from anywhere. Improve submission rates of Maths homework.	Home learning has been shown to have a significant impact on pupil outcomes	Check of usage for the academy compared to school nationally half termly. Weekly year group leader boards.		£1,250 + £500
Launch GCSEPod through the academy. Focus on English, Humanities, Science	Access high quality video clips in school and from home to improve learning.	Short revision video clips have been shown to impact positively on retention of knowledge	Teachers will guide students to the content that is most useful for their specific examination specification and we encourage students to speak to their subject teachers about GCSEPod and how best to use it for revision in each subject		£3,823 + £500

3.2 - Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
Improve literacy and numeracy skills of students in Key Stage 3	To improve literacy skills of students so that they can access the curriculum. To ensure students transitioning from Primary who are behind their peers catch up quickly. To promote a love of reading All students are literate on leaving the Academy giving them the best opportunity to succeed.	Evidence from the EEF toolkit shows that metacognition and self-regulation strategies have high impact for low cost plus oral language interventions and reading comprehension have moderate impact on learning for low cost. The OFSTED update report of 2014 showed that the most successful schools ensure that students catch up with the basics of literacy and numeracy.	Leadership and delivery of reciprocal reading across all KS3 classes through the English curriculum. Whole staff training on the understanding of reciprocal teaching strategies. Specific LS teaching groups in Year 7 and Year 8. Reading tests on entry to support teacher planning for differentiation. Choice of reading that engages students of all groups/ages.	Dec 2020 & July 2021	£2,200
Alternative provision in the Academy	Improved outcomes for students where there is a risk of significant underachievement Improve attendance of students and also their Investment in learning.	Investing in these students within a specialist onsite external provision will give them the change of environment and alternative, bespoke curriculum they need short term to support them to make the best progress.	These interventions will be constantly reviewed to ensure their continued effectiveness and modified if necessary		£38,300
Identify underperforming pupils through the RAG process and target interventions	To increase the percentage of students achieving Basics at Grade 4+, 5+ and 7+ in Key KS4 To ensure students have the skills required to access all other areas of the curriculum and prepare them for life-long learning To increase parental involvement in preparing students for exams.	NFER findings show that more successful schools use data to identify learning needs at every opportunity. All students are required to achieve grade 5+ in English and Maths or they will be required to re-sit at Post 16. English and Maths skills give access to courses at Post 16. Evidence indicates those receiving good parental support perform better.	Detailed tracking throughout KS4 of cross over and vulnerable group performance. Targeted interventions during lesson, compulsory lesson 6, form time and holidays. Provide study support materials at regular intervals prior to trial examinations including use of GCSE Mindset resources. Regular support for parents/carers at information and parent evenings. Live trials in core prior to trial exams to build confidence.	Weekly (RAP every week for either core, Ebacc or open)	£2,300
Track higher prior attaining students from KS2 rigorously	To ensure students access higher grades across all subject areas and know what they need to do to improve.	OFSTED update report of findings across the country show a lack of support for Key Stage 3 higher ability students leading to underperformance at Key Stage 4.	Detailed tracking from Key Stage 3 of the performance of higher ability students and sub groups within this category e.g. High Attaining Pupils (HAP) and PP; HAP and SEND; HAP and boys.	Each data collection and final review August 2021	£1,800

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
	To increase the Progress 8 and Attainment 8 of higher ability students across the school.		Focus on challenge in the classroom and use of assessment objectives to focus students on accessing the higher grades. Raising aspiration agenda through quality CEIAG.		
Tutor time programme and ILP launch and study skills sessions	To ensure that disadvantaged students are provided with a toolkit for successful learning at Key Stage 4. To support students' revision and consolidation of learning.	EEF toolkit shows that the development of metacognition and self-regulation skills has a high impact on learning for a low cost.	Empower independent learners through the introduction of Integrated Learning Portfolio (ILP) with Y11. Focus on use of knowledge organisers and self-regulation of learning/revision. Train staff on the effective use of knowledge organisers at October INSET day.	At the end of each half term	£3,600
Provide free revision guides for targeted students at KS4.	To ensure that disadvantaged students are provided with a toolkit for successful learning at Key Stage 4. To support students' revision and consolidation of learning.	Revision and learning materials to support revision form a significant part of pupil progress			£13,000
Subscribe to and launch the Accelerated Reader Programme	Engender a love of reading in pupils and raise reading ages and greater access to the curriculum.	The EEF suggests that strategies to boost disadvantaged pupils' reading comprehension could have a positive impact on their achievement in all subjects.	Track usage of the programme. Track reading ages over time.		

3.3 - Other Approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
Secure and effective attendance and punctuality policy in place	To improve attendance across the Academy with a focus on PP and SEND students. To ensure that students are present to enable them to learn.	The DfE published one of the most effective ways to improve achievement is by improving attendance. Even the best teachers struggle to raise attainment of students who are regularly absent.	Tracking of attendance across the Academy. Pro-active flexible action plan and early intervention to target groups of students that are below national attendance or dips. Focus on reducing PA to below national. Link attendance to rewards and celebrations, giving it a high profile. Regular contact with parents, use of key workers, CAMHS, safeguarding lead.	Termly attendance figures	£41,000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
Monitor attendance and follow up quickly on trancies. First day response provision by personal contact rather than automatic for PP.	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students	Attainment for children cannot be improved if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Communication between attendance officer, safeguarding and pastoral staff about absence issues. Same day calls about attendance progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Letters about attendance to parents/guardians. Visit PA students at home to discuss attendance with parents/guardian and explore barriers and possible solutions.		£41,000
Reward students who improve their attendance	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students	Students will benefit for having good attendance.	Analyse the attendance figures to verify impact.	Termly reward house assemblies	£3,600
Show My Homework license purchased and launched	Show My Homework is aimed to improve the quality of homework set and increase submission rates. This will ensure that homework has a positive impact on learning. Pupils will also improve their independent learning.	The system will improve parental engagement, make feedback easier to give to pupils and improve and increase homework set. All of these are shown to have a moderate impact on learning by the EEF for low cost.	Students will be set homework in line with the school policy and show my homework allows leaders to quickly quality assure how staff follow the policy also the quality of work set. Improved homework completion will lead to increased e-praise points. Reports are also available to leaders including the completion rate of groups of students, such as disadvantaged		£7,500
Personalised support and mentoring for each PA eligible for PP via attendance support, tutors, house manager.	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students	Attainment for children cannot be improved if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Tracking of attendance across the Academy. Communication between attendance officer, safeguarding and pastoral staff about absence issues. Form tutors track attendance weekly.		£4,000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
Promote opportunities for students through local business links and universities.	To raise aspiration and participation of students across the Academy.	Research shows that a low proportion of disadvantaged students access higher ranking universities.	Links to outside agencies to deliver high quality CEIAG provision to all year groups with the aim of providing at least 4 high quality interactions per student in their school career. Targeted high-quality careers interviews for Y11. Disadvantaged students exposed to employers from different sectors, also university visits and talks. Embed work of student voice in school improvement.		£7,800
Votes For Schools launched and delivered through the tutor time and life skills programmes.	Improved engagement in current affairs to raise awareness of the wider world. Increase opportunities to develop Oracy.	The EEF cite Metacognition and Self-regulation as high impact initiatives with relatively low associated costs.	QA through the tutor programme and life skills part of the curriculum		£1,800
All pupils to visit a university as part of the raising aspirations agenda in year 7	Raise aspirations of pupils to realise that university can be accessible to them and introduce them to the world outside of Maltby	Research shows that a low proportion of disadvantaged students access further education and this is especially low in the Maltby area historically with POLAR3 and POLAR4 values in the lowest quintile nationally	Pupil voice following trips. Careers interviews.		£6,500
All HAP PP pupils to visit a Russel group university	To raise aspiration and participation of students across the Academy.	Research shows that a low proportion of disadvantaged students access higher ranking universities.	Ensure we meet the Gatsby benchmarks with all pupils.		£4,000
Wake up calls	A key group of PP pupils improve attendance and punctuality	The EEF cite parental engagement as one of the most powerful and impactful strategies for low cost	Targeted to small group of vulnerable pupils. Wake-up phone calls made on a morning being very positive, saying we are looking forward to seeing them and welcome them into the academy.		£5,600
Rise-and-Read programme: pupils below chronological reading age read on a morning with breakfast	Pupils raise their reading age, become more confident readers and eat breakfast in a safe environment.	Research shows raising the literacy skills of pupils results in improved outcomes. Also students from low income families perform better when provided with breakfast.	Pupils identified and attending. Contact made with pupils who have poor attendance at Rise-and-Read.	Termly English assessment cycles	£3,500

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
Renew the subscription online Parent Evening booking system	Increase parental engagement, increasing the proportion of parents attending parent evening.	Launched last year we saw a 15% increase in the number of parents attending through online bookings	Rolled out to all staff early with training for staff. Information sent out to parents. Staff in school available to book appointments for parents where there is a lack of online access.	After each parent evening	£849
Parent evening appointments of disadvantaged pupils made first	Increase parental engagement in parents' evenings	To empower parents to be actively involved in their child's education.	Track parent evening attendance. Higher parental attendance for parents' evenings.	After each parent evening	£1,600
Maltby Academy Alumni set up and maintained	to work with former pupils to motivate and engage with pupils, raising aspirations	Raising the aspirations of pupils with low aspiration can make the difference to life chances and open doors to good apprenticeships, college courses universities and careers	Ensure that all pupils can benefit from the former pupils who willingly engage with them	March 2021	£2500
Homework club staffed for an hour each day after school	Pupils have a safe and supportive environment with the resources necessary to succeed	Many pupils do not have conducive environments or the facilities at home and support	Opportunities advertised well with parents. Pupils with behaviour logs for homework told to attend.		£7,000
Pupils performing at a high-level sit Mensa IQ tests and membership paid if successful	Raise the aspirations of high ability disadvantaged students	Raising the aspirations of pupils with low aspiration can make the difference to life chances and open doors to Russell group universities	Selective process to make sure all HAP pupils performing at a high-level have the opportunity.	Spring 2021	£2,200
Internal Exclusion Manager appointed to run the IE unit	To raise the standard of provision for pupils not in class for lessons through internal exclusion				£21,000