



MALBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.



Pupil Premium Statement

2023-2026

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Maltby Manor Academy
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	37% 126 pupils
Academic year/years that our current pupil premium strategy p covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Kate Atkin
Pupil premium lead	Mrs Catriona Wilby
Governor / Trustee lead	Liz Best

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,100
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	£212,100

Part A: Pupil Premium Strategy Plan

Statement of intent

Curriculum Intent Statement:

Every child possesses unique learning potential, and our curriculum is designed with creativity to provide dynamic learning experiences tailored to each individual. At Maltby Manor, we aspire to create memorable, engaging, and inspiring educational journeys for every child while fostering a passion for learning. Our goal is to empower each child to fully engage in society as a responsible and self-assured citizen.

We firmly believe that an effective curriculum should be grounded in the acquisition of both substantive and procedural knowledge, allowing students to progressively build upon their learning and apply it across various contexts and subjects. By emphasizing cross-curricular teaching, we ensure that the curriculum remains relevant and meaningful.

At Maltby Manor Academy, disadvantaged pupils enjoy equal access to education and exceptional opportunities, just like their peers. We are committed to enabling all disadvantaged pupils to reach their full potential by providing high-quality first teaching and access to well-trained professionals and services.

The key principles of the strategy plan:

- A higher proportion of disadvantaged pupils will attain the expected standard at EYFS, KS1, and KS2, with a focus on accelerating the progress of disadvantaged pupils.
- We will actively monitor the attendance and punctuality of pupils receiving Pupil Premium Grant (PPG) to align with the school and national averages.
- Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress.
- To instil ambitious academic aspirations in pupils, encouraging them to strive for and exceed their targets.
- To craft an engaging curriculum, which ensure that all disadvantaged pupils have access to a broader array of opportunities and exceptional learning experiences.
- To boost the self-esteem and engagement levels of disadvantaged pupils.
- To ensure that the gaps between boys' and girls' attainment is narrowed across all year groups
- We will diligently track and decrease the percentage of persistently disadvantaged pupils' unauthorised absences in alignment with other pupils in the school.
- To increase the percentage attendance of all disadvantaged pupils.
- To provide a diverse range of enrichment activities that expose pupils to different cultures, ideas, and experiences, broadening their horizons and promoting cultural awareness.
- Enrichment opportunities to be accessible to all pupils, irrespective of their socio-economic status, to promote equity and inclusion within the school community.

Challenges

Challenge number	Detail of challenge
In-school barriers	
1	Variability exists among different groups of disadvantaged pupils in terms of their academic achievement and progress when compared to their non-disadvantaged peers. Disadvantaged pupils do not reach the expected national standards at both KS1 and KS2.
2	Some disadvantaged pupils may face unstable or challenging home environments that can disrupt their focus on learning and well-being, impacting their readiness to learn. Pupils carry low aspirations and appear less motivated to do well in all subjects.
3	Disadvantaged pupils may lack access to essential educational resources such as books, technology, and educational support materials, hindering their ability to engage fully in learning.
4	The majority of pupils possess limited awareness of how the skills they acquire in school will be beneficial in their future careers and adult life. They may not fully grasp how the curriculum directly relates to and influences their future prospects allowing them to lead fulfilling and successful lives.

5	There is significant literacy and vocabulary deficit among disadvantaged pupils in early reading is a critical challenge. Many of these students start school with a limited vocabulary and weaker foundational literacy skills, which can hinder their reading development.
External Barriers	
5	Disadvantaged pupils have limited exposure to positive role models who can inspire and guide them toward academic and career success. This results in limited parental engagement and support for education which can hinder a pupil's academic progress, as parents may lack the resources or knowledge to actively participate in their child's learning.
6	Poverty and financial instability can lead to inadequate access to basic necessities, such as nutritious food, clothing, and housing. This can affect a pupil's overall well-being and ability to focus on learning.

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
The percentage of disadvantaged pupils in all year's groups reaching EXS+ increases. The percentage of disadvantaged pupils passing the phonic screener increases. The percentage of disadvantaged pupils passing the multiplication check increases.	Disadvantaged pupils will achieve in line with the national standard in at least all key year groups.
The attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group will narrow by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.	There will be no significant difference between the attainment and progress of Disadvantaged and Non-Disadvantaged.
Disadvantaged pupils who facing unstable or challenging home environments are empowered, with a focus on enhancing their readiness to learn, boosting aspirations, and increasing motivation for academic success across all subjects.	The attendance of disadvantaged pupils will increase. Disruptive behaviour amongst disadvantaged pupils will decrease, indicating improved self-regulation and emotional well-being. There will be an increase in parental involvement in their children's education, measured by participation in school activities, attendance at parent-teacher meetings, and active support for their child's learning journey.
All pupils will be equipped with the correct resources needed for them to be successful.	Parents and guardians will be informed about the availability of resources and encouraged to actively participate in ensuring their children have access to what they need for their education. Enrichment opportunities will provide pupils with additional resources.
Pupils will have a strong awareness of how the skills they acquire within school will allow them to lead successful and fulfilling lives.	Children can explain how their learning will link to future jobs and careers. Children's aspirations for their own futures are beyond the local community. Increase in number of Disadvantaged children attending visits and extra-curricular opportunities
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in show that more than 70% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in show that more than 70% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Rates of persistent absence in PPG children are in line with or better than other children.

Intended outcome	Success criteria
	Overall rates of attendance for PPG children improve and are in line with other children.
Specific tracking/targeting of Disadvantaged pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.	PA rates amongst Disadvantaged pupils reduces to inline or below national levels.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Develop parental engagement through a range of informal and formal strategies including coffee morning, specific parents targeted for aspirational discussions and promotion of PP MLT document.	Parental survey shows parents of Disadvantaged pupils are supportive of school and actions taken Parental surveys indicate increasingly high proportions of pupils are happy at school

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: £ 33,421

Activity	Evidence that supports this approach	Challenge number addressed
Delivering personalised coaching and mentorship support facilitated by phase leaders, utilising the MLT teaching and learning standard, which explicitly incorporates Walkthrus as a source of guidance and assistance.	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	1
Implementing the iris system as a valuable tool to support the development of teachers into reflective practitioners by providing them with detailed insights into their teaching methods and classroom interactions.		1
Purchase of standardised assessments which provide a detailed gap analysis. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Offer a customised blend of internal and external PLD support to empower teachers in addressing specific areas of improvement in their teaching practices, thereby enhancing the overall quality of education. This ensures that all teachers, including those who are new to the school (ECTs), stay current with their PLD requirements.	Warwick University has researched and found that schools rated as "high" in terms of evaluation of CPD were able to evaluate the impact on pupil learning outcomes	1
Access RWI training to ensure all children receive the very best phonics provision.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF .	1,3,5

A consistent and researched based approach to high-quality interactions ensures all children across school are given deliberate opportunities for talk throughout the curriculum.	Given the challenges children face with their initial language acquisition, it is imperative to further advance the utilisation of sentence stems and talk frames to provide effective support when children respond to questions. We will continue to use Oracy through Voice 21 to guarantee the uniform implementation of strategies across the school that encourage discussion and metacognition during sessions.	1,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 120,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a SALT to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. - Daily high-quality phonics sessions taught by fully trained staff. - Additional interventions will be planned for throughout the day for targeted children (bottom 20%). - Bottom 20% of readers have been identified and shared with the class teachers. - Teachers teach the bottom 20% of readers in RWInc sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,5
SENCO to ensure interventions, delivered 1:1 or through small group work, are in-line with EHCP and specific needs are met and are continuously refined and adapted.	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.	1,2,5
Engage all children in high quality one to one or small group tuition through highly trained AP support which will further supplement quality first teaching.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Engaging and supplementing the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £ 57,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and train the Pastoral Family support worker in Thrive to ensure all families feel listened to and that we meet the needs of every member of the family.	We have realised that after developing such a positive relationship with our families over the past 5 years, that we now need to ensure we build upon this by addressing the stigma surrounding outreach support for families. We are also aware that the thresholds for social care have changed over the past few years and we want to ensure that we support families that may not now meet threshold for section 17 or 47. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,4,5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/admin officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3,4,5,6
Increasing access to Before/After school clubs, trips and residential visits	All clubs in school, either before or after, are either heavily funded or free for disadvantaged children. We want to ensure that all disadvantaged children have access to a varied range of clubs and as a result, a range of clubs are offered per week to children and families. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	2,3,4,5,6
Ensure all children has the right to learn a musical instrument	We are committed to supporting children interested in learning to play an instrument. We allocate some of our funding to provide opportunities for targeted pupils to access music lessons. Additionally, we are implementing a new progressive music scheme that enhances our curriculum and encourages musical development. Throughout the year, children perform for parents during music assemblies, and disadvantaged students have the opportunity to perform with our choir at various events across Rotherham, such as the One Voice concert. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4,6
To enhance pupils' cultural capital by providing a breadth of exceptional experiences.	Over the past couple of years, we have developed a strong understanding of our community and the gaps that develop within our children's learning. Many of these gaps link to lack of experiences and not having the opportunity to make links from these experiences. Many of our disadvantaged children will not leave the local area for months at a time. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and	2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	the Creative Curriculum allows opportunities for cultural development. We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on visits such as Bamburgh, KidZania, Houses of Parliament, to the seaside and to the theatre. This has had a huge impact on children's knowledge and children are beginning to link their learning to experiences they've had. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Develop parental engagement through a range of informal and formal strategies enhancing communication streams using MyEd, Facebook and email and See saw Plan for experiences within the academy where parents can attend and celebrate/support their children's learning.	The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.	2,5,6

Total budgeted cost: £212,100.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Review 2025-2026	
The percentage of disadvantaged pupils in all year's groups reaching EXS+ increases. The percentage of disadvantaged pupils passing the phonic screener increases. The percentage of disadvantaged pupils passing the multiplication check increases.	Year 6 Reading- 74% EXS+ 17% GDS Maths 52% EXS+ 9% GDS Writing- 70% EXS+ 4% GDS	Year 5 Reading- 57% EXS+ 10% GDS Maths 62% EXS+ 10% GDS Writing- 70% EXS+ 4% GDS
	Year 4 Reading- 59% EXS+ 0% GDS 55% Maths 59% EXS+ 0% GDS Writing- Writing 57% EXS+ 0% GDS	Year 3 Reading- 42% EXS+ 0% GDS Maths 54% EXS+ 17% GDS Writing- Writing 33% EXS+ 0% GDS
	Year 2 Reading- 43% EXS+ 17% GDS Maths 61% EXS+ 17% GDS Writing- Writing 43% EXS+ 4% GDS	Year 1 Reading- 59% EXS+ 0% GDS Maths 76% EXS+ 6% GDS Writing- Writing 75% EXS+ 0% GDS

Intended outcome	Review 2025-2026
	Across the majority of year groups, the percentage of disadvantaged pupils achieving EXS+ has increased, indicating that strategies to support these pupils are having a positive impact. This demonstrates encouraging progress overall. Year 3 remains an area for continued focus. The accuracy of the end of Year 2 data for this cohort was questioned, which may have led to an inflated baseline. While pupils have made progress, this has not yet been reflected in a secure increase in EXS+ outcomes. Ongoing monitoring and robust assessment are essential to ensure data reliability moving forward. In Year 2, there has been a decrease in the percentage of disadvantaged pupils achieving EXS compared with the previous year. Outcomes for this cohort have been negatively affected by poor-quality teaching earlier in the year, alongside disruption caused by staff absences. Although attainment is lower, it is important to recognise that pupils have made progress from their individual starting points. Continued focus on disadvantaged pupils in Year 2 and Year 3 is required, with targeted interventions, consistent high-quality teaching, and careful tracking to accelerate progress and ensure greater accuracy in the reporting of attainment.
	During the academic year 2024–25, 21% of disadvantaged pupils achieved the expected standard in the MTC. This figure has since increased to 29%, with the average score rising to 14.2. While this demonstrates progress, outcomes remain below national expectations. A notable difference exists between the two classes. This variation can be attributed to inconsistencies in teaching and learning quality, which have impacted pupils' fluency and confidence. Ensuring greater consistency of practice across classes will be a key priority moving forward, alongside targeted support for disadvantaged pupils to accelerate their progress in times tables recall.
	There has been a significant improvement in phonics outcomes for disadvantaged pupils this year. 75% of disadvantaged pupils passed the phonics screening check, compared with 54% in the previous academic year. This represents a notable increase of 21% evidencing the positive impact of strengthened early reading provision. • Rigorous Monitoring and Leadership: A new RWI leader has driven a rigorous approach to the monitoring of phonics, ensuring fidelity to the programme and swift intervention where practice needed strengthening. • Staff Development: High-quality coaching of staff, alongside targeted investment in PLD, has ensured consistency across teaching groups. All staff have now received full RWI training, increasing subject knowledge and confidence in delivery. • Targeted Support and Tutoring: Daily 1:1 catch-up tutoring for pupils at risk of falling behind has been implemented, ensuring gaps are closed quickly and disadvantaged pupils keep pace with their peers. • Wider Reading Strategies: The explicit teaching of vocabulary during lessons and the use of <i>Sharp Starts</i> to revisit key knowledge have supported pupils' comprehension and confidence, reinforcing phonics learning. • Parental Engagement: Parents have been engaged through workshops and ongoing communication, equipping them to support phonics and early reading at home.

Intended outcome	Review 2025-2026
The attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group will narrow by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.	Through a rigorous approach to our teaching and learning sequence, teachers are carefully planning lessons that build on knowledge step by step. The implementation of <i>Sharp Starts</i> has ensured a constant revisit to prior knowledge, strengthening long-term retention and helping pupils make stronger connections in their learning. Targeted PLD has further supported staff in delivering high-quality lessons, refining subject knowledge and pedagogy. Task design continues to be developed so that learning is purposeful, scaffolded, and challenging, with adaptations made to meet the needs of disadvantaged pupils. In-the-moment assessment is used effectively to adapt inputs, ensuring misconceptions are addressed promptly and all pupils are able to access and progress through the curriculum. As a result, we have seen an increase in the majority of year groups in the percentage of disadvantaged pupils achieving EXS, reflecting the positive impact of these strategies. This systematic focus on high-quality teaching, consistency, and adaptation is driving improvement and securing progress for disadvantaged pupils.
Disadvantaged pupils who facing unstable or challenging home environments are empowered, with a focus on enhancing their readiness to learn, boosting aspirations, and increasing motivation for academic success across all subjects.	The school has continued to prioritise the needs of disadvantaged pupils who face significant barriers outside of school, recognising the impact of home circumstances on readiness to learn and overall academic success. • Pastoral and Safeguarding Support: A strong partnership between the pastoral team, safeguarding, and external agencies has ensured that pupils in challenging circumstances are quickly identified and supported. The opening of the <i>Reach Provision</i> for children with SEMH as a primary need has provided additional capacity to support vulnerable pupils in accessing learning. • Readiness to Learn: Daily routines, nurture provision, and structured interventions have helped pupils feel safe, settled, and prepared for learning. Regular home visits and early help referrals have ensured families receive consistent support, helping to stabilise pupils' experiences outside of school. • Vulnerable Pupils and Behaviour: A small pocket of key vulnerable children have experienced an increase in suspensions this year, linked to behaviour challenges. Additional support has been put in place for these pupils, including bespoke interventions and closer pastoral monitoring, to help them regulate behaviour and re-engage with learning. • Aspirations and Motivation: Programmes such as <i>Step into NHS Week</i>, <i>Better Learners</i>, <i>Better Workers</i>, and wider enrichment activities (residentials, sporting opportunities, and community projects) have played an important role in raising aspirations and helping disadvantaged pupils see the value of education in shaping their futures. • Academic Support: Adapted teaching strategies, targeted interventions, and the explicit teaching of vocabulary and learning skills have helped disadvantaged pupils overcome barriers and access the curriculum with greater success. Regular pupil progress meetings have ensured that staff remain focused on the needs of this group. • Parental Engagement: Coffee mornings, bespoke parental meetings, and wider family support have strengthened relationships, ensuring parents feel valued and able to work collaboratively with the school in supporting their children's progress.

Intended outcome	Review 2025-2026
	While challenges remain for some pupils facing unstable home environments, there is clear evidence of improved readiness to learn, stronger engagement in lessons, and increasing motivation to succeed. Pupils are beginning to articulate their aspirations more confidently and demonstrate higher levels of resilience. For the small group of vulnerable pupils with higher suspension rates, additional interventions are beginning to show positive impact in improving behaviour and re-establishing access to learning. • Continue to refine the tiered pastoral approach, ensuring targeted interventions reach those most in need. • Further embed enrichment opportunities linked to future careers to raise aspirations. • Strengthen collaboration with external agencies to provide sustained support for families facing instability. • Monitor the impact of additional behaviour support to reduce suspensions among the most vulnerable pupils.
All pupils will be equipped with the correct resources needed for them to be successful.	This year, we have continued to prioritise providing pupils, particularly those from disadvantaged backgrounds, with the resources, support, and opportunities needed to be successful. Regular coffee mornings focusing on SEND, alongside close working relationships with external agencies such as Aspire, Early Help support, and pre-loved events, have strengthened parental engagement. An open-door policy has been maintained, though opportunities for parents to be in school have been limited due to building works restricting access and space. These will be relaunched in September following the completion of the building project. A wide range of enrichment and exceptional experiences have been offered to pupils both on and off site. These have included theatre visits, residentials, historical workshops, community projects such as litter picking, singing in care homes, and partnerships with Tesco. Sporting opportunities have expanded further this year through events at both RUFC and SUFC, a boxing experience, and visits from South Yorkshire Police and Fire Service, with additional workshops to enhance safety and wellbeing. Whole-school events such as <i>Step into the NHS Week</i>, <i>Science Week</i>, and <i>Maths Week</i> (with a focus on money) have raised aspirations and strengthened curriculum links. After-school enrichment opportunities have been allocated on a first-come, first-served basis, with clubs running on different nights to enable pupils to attend more than one per week. Targeted provision has also been prioritised, such as the <i>Better Learners, Better Workers</i> programme for 10 disadvantaged Year 5 pupils, who accessed a series of workshops culminating in a graduation ceremony at Cutlers' Hall. These resources and opportunities ensure that all pupils, particularly those who are disadvantaged, are provided with enriching educational experiences that support academic progress, personal development, and social confidence. Core learning characteristics have continued to remain a focus and will be relaunched in the next academic year with refreshed branding and a new rewards system. This will further support pupils in developing the skills, attitudes, and behaviours needed to be successful learners.
Pupils will have a strong awareness of how the skills they acquire within school will allow them to lead successful and fulfilling lives.	This year, pupils have begun to demonstrate a growing awareness of how their learning links to future jobs and careers. Increasingly, children are able to articulate the skills they are developing and recognise their relevance to the wider world of work, showing an

Intended outcome	Review 2025-2026
	emerging understanding of how these will support them in leading successful and fulfilling lives. A notable strength has been the increase in the number of disadvantaged children participating in visits, enrichment opportunities, and extra-curricular activities. These experiences have expanded aspirations and provided meaningful contexts for learning beyond the classroom. Key initiatives have supported this development, including: • After School Clubs offering a variety of activities that encourage children to pursue new skills and interests. • Enrichment Visits, such as the Tower of London, which have broadened horizons and deepened cultural capital. • STEM Week, Step into the NHS Week, and Maths Week, which have promoted creativity, problem solving, and highlighted a wide range of potential career pathways. • Guest Speakers, including professionals such as an archaeologist, who have inspired pupils by sharing their own career journeys. • Curriculum Integration, with career awareness increasingly woven into classroom learning and planned for further development next year. • Community and Safety Initiatives, including emergency service workshops (police and fire), water safety assemblies, and wider community engagement such as visiting care homes and litter picking. Collectively, these experiences are helping pupils—particularly those who are disadvantaged—to build ambition, recognise the value of their learning, and see the direct link between the skills they acquire now and the opportunities available to them in the future.
Improved oral language skills and vocabulary among disadvantaged pupils.	There has been a clear focus on improving oral language and vocabulary skills for disadvantaged pupils, with targeted interventions and provision in place throughout the year. • SALT Provision: Speech and Language Therapy (SALT) support has continued, with strong outcomes for pupils. Regular pupil progress meetings ensured that bespoke interventions were identified and delivered to meet the needs of key children. • Individualised Support: All children on the SALT caseload received reviews and tailored programmes once a term, unless supported by another SALT team member. This has ensured consistent monitoring and responsiveness to pupil need. • In-house Delivery: Speech and Language sessions delivered in school have secured high attendance, removing barriers to access and ensuring interventions are implemented effectively. • Explicit Vocabulary Teaching: The explicit teaching of vocabulary during the <i>explain</i> element of each lesson has strengthened children's understanding of subject-specific and tiered vocabulary. In addition, <i>Sharp Starts</i> have provided regular opportunities to revisit and consolidate key vocabulary, improving retention and application across the curriculum. As a result of these approaches, disadvantaged pupils have made progress in oral language development and vocabulary acquisition, which has positively impacted both confidence and attainment.
Improved reading attainment among disadvantaged pupils.	Reading attainment for disadvantaged pupils has continued to improve, supported by a strong focus on early reading, targeted interventions, and consistent whole-school strategies. • Phonics and Early Reading: High-quality phonics teaching, delivered through <i>Read Write Inc.</i>, has ensured disadvantaged pupils secure the foundations of reading. Regular <i>RWI development days</i> have provided staff with opportunities to refine practice, ensure consistency, and strengthen subject

Intended outcome	Review 2025-2026
	knowledge. Alongside this, targeted interventions for pupils at risk of falling behind have been implemented promptly, supported by regular assessment and pupil progress meetings. • Vocabulary Development: Explicit vocabulary instruction during lessons, reinforced through <i>Sharp Starts</i>, has supported comprehension and language development, giving disadvantaged pupils the tools to access more challenging texts. • Implementation of Reading Booklets: The introduction of new reading booklets has reduced pupils' cognitive load, allowing them to focus explicitly on developing core reading skills. This has supported disadvantaged pupils in accessing texts with greater confidence and applying taught strategies more effectively. • Targeted Interventions: Bespoke reading support, including small group and 1:1 provision, has been used effectively to accelerate progress for disadvantaged pupils not yet at age-related expectations. • Enrichment and Engagement: Access to high-quality texts, author visits, and wider reading opportunities have helped foster a positive reading culture, increasing motivation and engagement among disadvantaged pupils. As a result of these strategies, reading outcomes for disadvantaged pupils have improved across most year groups, with progress evident in both attainment data and pupil confidence as readers. Continued focus on phonics development, comprehension strategies, and targeted support will be key to further narrowing the gap with non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths attainment for disadvantaged pupils at the end of KS2 has shown clear improvement compared with the previous year. • Outcomes: This year, 52% of disadvantaged pupils achieved ARE+ in maths, compared with 35% in the previous year. Of these, 43% achieved EXS and 9% achieved GDS. This represents a year-on-year increase of 17 percentage points, evidencing the positive impact of targeted support and teaching strategies. • Teaching and Learning: A continued focus on high-quality teaching, including the development of problem-solving and reasoning skills, has strengthened pupils' fluency and mathematical understanding. • Curriculum and Interventions: Adapted teaching, precise task design, and in-the-moment assessment have ensured misconceptions are addressed promptly, while targeted interventions have accelerated progress for pupils at risk of falling behind. As a result, disadvantaged pupils are increasingly achieving in line with their peers, and outcomes demonstrate that the attainment gap in maths is beginning to narrow. Continued focus on increasing the proportion of pupils achieving EXS and further stretching those at GDS will be key priorities moving forward.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance continues to be a key priority for the school. Whole-school attendance currently stands at 92.5%, which remains below the national figure of 94.8%. While the gap has narrowed in some areas, disadvantaged pupils (FSM6) have an overall attendance of 89.3%, significantly below their peers (93.0%) and the national benchmark. This remains an area of focus. • Persistent Absence: Persistent absence across the school stands at 20.4%, higher than the national average of 15.0%.

Intended outcome	Review 2025-2026
	The proportion is notably higher for disadvantaged pupils (26.7%), highlighting the continued challenge in ensuring regular attendance for this group. • Cohort Variability: Attendance varies across year groups. While some cohorts are closer to national figures, others, particularly in upper KS2, show larger gaps. This inconsistency indicates the need for more targeted support and early intervention. • SEND and SEMH Impact: Pupils with additional needs, including those with EHCPs, have lower attendance rates (72.1%), reflecting the challenge of supporting pupils with complex barriers to regular attendance. Strengths: • Robust tracking systems are in place, allowing for detailed analysis of attendance patterns across groups. • Early help, pastoral support, and partnerships (e.g., Aspire) are actively being used to address barriers. • Parental engagement strategies (e.g., coffee mornings, 1:1 meetings) are beginning to impact positively on families where attendance has been a concern. Next Steps: • Continue to prioritise disadvantaged pupils by implementing more personalised attendance action plans. • Strengthen work with external agencies to reduce persistent absence, particularly for those with SEND/SEMH. • Maintain high expectations through consistent systems for monitoring and follow-up, including home visits and aspirational discussions with families. • Focus on raising attendance in cohorts with the widest gaps to national, ensuring early intervention and tighter tracking. Overall, while attendance has stabilised, disadvantaged pupils remain disproportionately affected by persistent absence. Sustained and targeted work is essential to close the gap and ensure all pupils benefit from consistent access to learning.
Specific tracking/targeting of Disadvantaged pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.	Persistent absence continues to be a significant challenge for the school, particularly for disadvantaged pupils. Current data shows that 26.7% of disadvantaged pupils are classed as persistently absent, compared to a whole-school rate of 20.4% and a national figure of 15.0%. This highlights that while systems are in place, the gap between disadvantaged pupils and national remains wide. • Tracking and Targeting: Disadvantaged pupils are specifically tracked through detailed attendance systems, with their absence monitored weekly to identify concerns early. This targeted approach has allowed interventions to be implemented promptly. • Partnership Working: A strong working partnership between the Attendance Officer and Safeguarding Team ensures a joined-up approach. Regular communication between these teams enables both challenge and support to be provided to families with persistent barriers to attendance. • Interventions and Support: Regular home visits and meetings with parents have been carried out to offer guidance and signpost further support where necessary. Early Help referrals and work with external partners, such as Aspire, have been used to support individual families and pupils. • Systems and Incentives: Attendance drivers are closely monitored, and a range of incentives have been in place to

Intended outcome	Review 2025-2026
	encourage improved attendance. These will be evaluated in the next academic year to ensure they are having the intended impact. • Accountability and Compliance: Where attendance does not improve, fines have been implemented in line with school policy. The school is fully adhering to the new DfE attendance guidance, ensuring consistent follow-up and accountability. Although persistent absence for disadvantaged pupils remains higher than national averages, the systems in place — including strong internal partnerships, external agency involvement, and a balance of support and accountability — are beginning to embed. The priority moving forward is to reduce persistent absence among disadvantaged pupils, bringing figures closer to national levels, while evaluating the effectiveness of incentives and maintaining robust family support and challenge.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Wellbeing has remained a key priority, with significant steps taken this year to strengthen provision for all pupils, particularly those who are disadvantaged. • Pastoral Leadership: A newly appointed Pastoral Leader has settled into their role effectively, building strong relationships with pupils and families. Working collaboratively with the SENDCo, a tiered pastoral approach has been embedded to ensure early identification and tailored support for pupils with additional needs. • Curriculum and Universal Support: Wellbeing has been promoted through the delivery of PSHE lessons, which provide pupils with knowledge and strategies to support their mental health, resilience, and relationships. • Specialist Support and Partnerships: Pupils have been able to access additional support where needed, including referrals to MAST. Strong partnership work with external agencies, such as Aspire, has provided targeted 1:1 outreach for pupils requiring more intensive provision. • SEMH Provision: A significant development has been the successful opening of the school's <i>Reach Provision</i> for children with SEMH as a primary need. This has provided a safe and supportive environment where pupils are able to engage in learning more successfully. • Flexible Provision: There has been an increase in pupils requiring part-time timetables due to challenges with mainstream provision. These pupils have been supported through bespoke approaches, external partnerships, and ongoing work to reintegrate them where appropriate. • Workshops and Additional Opportunities: Initiatives such as <i>Me in Mind</i> workshops have helped pupils to develop strategies for self-regulation and emotional wellbeing, complementing the school's wider pastoral offer. As a result, pupils are increasingly able to access the right support at the right time, and disadvantaged pupils in particular are benefiting from improved provision and a stronger focus on emotional and social needs. Next steps will focus on embedding consistency across the tiered pastoral approach, reducing reliance on part-time timetables, and further developing targeted wellbeing interventions to secure positive outcomes for all pupils.
Develop parental engagement through a range of informal and formal strategies including coffee morning, specific parents targeted for aspirational discussions and promotion of PP MLT document.	Parental engagement has been strengthened this year through a range of informal and formal strategies, ensuring families feel valued, supported, and able to access help when needed. This has contributed positively to pupil wellbeing, particularly for disadvantaged pupils.

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	Throughout the academic year, a number of sessions and initiatives have been delivered, including: • SEND Coffee Mornings, providing families with practical advice and opportunities to connect with staff and each other. • Early Help Drop-in Sessions, which have enabled timely intervention and support for vulnerable families. • Pre-loved Events, which have grown into a wider Maltby community initiative, extending support beyond the immediate school community. • Implementation of Seesaw, used to celebrate pupils' learning and strengthen communication between home and school. • 1:1 Parent Meetings, offering bespoke advice and guidance tailored to individual family needs. • Regular Social Media Updates, signposting resources and offering accessible support. These approaches have had a strong uptake and impact, helping parents to feel listened to, supported, and more actively involved in their child's education and wellbeing. The success of initiatives such as the pre-loved events shows the reach and sustainability of parental engagement work within and beyond the school community.

Externally provided programmes

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

Programme	Provider
TT Rockstars	Maths Circle
RWInc	Oxford University Press
RWI Phonics Online	
Ruth Miskin	
Primary Maths Hub	Primary Maths Hub
White Rose Maths	Trinity Mat
CUSP Spelling	CUSP
Mr P ICT	Mr P ICT
Language Angels	NuBridge Publishing
Deepening Understanding	Planpanion
Kapow RE, PSHE , Music	Kapow
Birmingham Toolkit	Birmingham Toolkit
Bromcom	Bromcom