



**MALBY LEARNING TRUST**

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	393
Proportion (%) of pupil premium eligible pupils	38.93% (153)
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 Catriona Wilby
Pupil premium lead	Miss Elizabeth Davies
Governor / Trustee lead	Jonathan Moody

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210,975
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,580

## 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
<b>In-school barriers</b>	
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.
<b>External Barriers</b>	
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
<p>The percentage of disadvantaged pupils in all year's groups reaching EXS+ increases.</p> <p>The percentage of disadvantaged pupils passing the phonic screener increases.</p> <p>The percentage of disadvantaged pupils passing the multiplication check increases.</p>	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.	<p>The attendance of disadvantaged pupils will increase.</p> <p>Disruptive behaviour amongst disadvantaged pupils will decrease, indicating improved self-regulation and emotional well-being.</p> <p>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.</p>
All pupils will be equipped with the correct resources needed for the to be successful.	<p>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.</p> <p>Enrichment opportunities will provide pupils with additional resources.</p>
Pupils will have a strong awareness of how the skills they acquire within school will allow them to lead successful and fulfilling lives.	<p>Children can explain how their learning will link to future jobs and careers.</p> <p>Children's aspirations for their own futures are beyond the local community.</p> <p>Increase in number of Disadvantaged children attending visits and extra-curricular opportunities</p>
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.	Sustained high attendance demonstrated by:

Intended outcome	Success criteria
	The overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%.  The percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
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: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in bullying</li> </ul> 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: £ 36,625

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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	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	1,3,5

	reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF.</a>	
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

### 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: <a href="#">Oral language interventions   EEF [educationendowmentfoundation.org.uk]</a>	1,2,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. <ul style="list-style-type: none"> <li>Daily high-quality phonics sessions taught by fully trained staff.</li> <li>Additional interventions will be planned for throughout the day for targeted children (bottom 20%).</li> <li>Bottom 20% of readers have been identified and shared with the class teachers.</li> <li>Teachers teach the bottom 20% of readers in RWInc sessions</li> </ul>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 and 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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4,5

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

Budgeted cost: £ 75,139

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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2,4,5,6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	2,3,4,5,6
Ensure all children has the right to learn a musical instrument	All children should have the opportunity to learn how to play an instrument. We use some of our funding to ensure all children in Y3 and Y5 have the opportunity to learn instruments. In Y3 children learn how to play the violin and trumpet and in Y5 children learn the ukulele. Throughout the year, children get to perform to parents within music assemblies. Disadvantaged children also get the chance to perform with our choir at events across Rotherham e.g. One Voice concert. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	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	2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>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 the Creative Curriculum allows opportunities for cultural development.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Develop parental engagement through a range of informal and formal strategies enhancing communication streams using MyEd, Facebook and email and DoJo.</p> <p>Plan for experiences within the academy where parents can attend and celebrate/support their children's learning.</p>	<p>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.</p>	2,5,6

**Total budgeted cost: £ 232,580**



## 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 2022 to 2023 academic year.

Intended outcome	Review 2022-2023																																																																						
Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>67% of PP pupils achieved GLD in 2023. National statistics will be released Nov 2023. 75% achieved GLD; there is a 8% gap in attainment.</li> </ul> <p><b><u>Year 1 Phonics Screening Check 2022-23</u></b></p> <table border="1"> <thead> <tr> <th colspan="3">Year 1 PSC Results</th> </tr> <tr> <th>June Actual</th> <th>Pass 32</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td><b>ALL (49)</b></td> <td>80%</td> <td>81%</td> </tr> <tr> <td><b>Girls (25)</b></td> <td>80%</td> <td>92%</td> </tr> <tr> <td><b>Boys (24)</b></td> <td>79%</td> <td>78%</td> </tr> <tr> <td><b>PPG (18)</b></td> <td>67%</td> <td>71%</td> </tr> <tr> <td><b>SEND (10)</b></td> <td>50%</td> <td>40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Targeted interventions were planned for the bottom 20% of readers to support gaps in their sound knowledge. An additional daily speed sound lesson was taught every afternoon so that children were exposed to all set 1,2 &amp; 3 sounds in RWInc. Weekly portal videos were sent home to parents via Dojo following on from a parent meeting to support parents understanding of early reading and to promote reading at home. Home Learning packs were bought for all children in the year group to promote reading at home using RWInc resources.</li> </ul> <p><b><u>Year 1 Phonics Screening Check 2022-23</u></b></p> <table border="1"> <thead> <tr> <th colspan="2">Year 2 PSC Results</th> </tr> </thead> <tbody> <tr> <td><b>All (58)</b></td> <td>86%</td> </tr> <tr> <td><b>F (26)</b></td> <td>85%</td> </tr> <tr> <td><b>M (32)</b></td> <td>88%</td> </tr> <tr> <td><b>Dis (22)</b></td> <td>86%</td> </tr> <tr> <td><b>SEND (15)</b></td> <td>73%</td> </tr> <tr> <td><b>Blood (45)</b></td> <td>87%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>As only 64% of the children passed the PSC in Year 1, targeted phonics interventions were planned to deliver bespoke lessons for identified children. Three highly trained and skilled APs led booster phonic sessions once a week for targeted children using the School Tutoring funding. In Year 2, 86% of children have now passed their PSC.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Within the cohort there are 15 children with SEND; 3 we receive additional funding for EHCP. The cohort continues to grow at the end of Summer term it was full with 60 children, but two have now left. A number of the new children are those which have joined us from another school in the village and parent voice have encouraged other parents to enrol their children. A number of these children come with additional needs which the team have wrapped support around. The team are also focused on ensuring the children who did not pass the phonics screening, are targeted for additional phonics support.</li> </ul> <table border="1"> <thead> <tr> <th rowspan="2">Year 2 Outcomes Summer 2023</th> <th colspan="2">Maths</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Combined</th> </tr> <tr> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Cohort (58)</td> <td>60%</td> <td>19%</td> <td>52%</td> <td>17%</td> <td>52%</td> <td>14%</td> <td>47%</td> <td>10%</td> </tr> <tr> <td>Disad (22)</td> <td>45%</td> <td>5%</td> <td>32%</td> <td>5%</td> <td>36%</td> <td>5%</td> <td>27%</td> <td>5%</td> </tr> </tbody> </table>	Year 1 PSC Results			June Actual	Pass 32	Target	<b>ALL (49)</b>	80%	81%	<b>Girls (25)</b>	80%	92%	<b>Boys (24)</b>	79%	78%	<b>PPG (18)</b>	67%	71%	<b>SEND (10)</b>	50%	40%	Year 2 PSC Results		<b>All (58)</b>	86%	<b>F (26)</b>	85%	<b>M (32)</b>	88%	<b>Dis (22)</b>	86%	<b>SEND (15)</b>	73%	<b>Blood (45)</b>	87%	Year 2 Outcomes Summer 2023	Maths		Reading		Writing		Combined		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Cohort (58)	60%	19%	52%	17%	52%	14%	47%	10%	Disad (22)	45%	5%	32%	5%	36%	5%	27%	5%
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	<ul style="list-style-type: none"> <li>The Year 6 cohort are experienced high quality teaching and learning but there have been challenges this last term with a small number children exhibiting unacceptable behaviours during unstructured times resulting in external and internal seclusion. Overall, the children's learning behaviours and attitudes have been good in the build up to the SAT tests. The teachers planned experiences which motivated and engaged this vulnerable cohort which experienced the most disruption during COVID. The addition of a tutor to support small groups once a week is ensured that the children have targeted support on their areas of need.</li> </ul> <table border="1"> <thead> <tr> <th>Y6 Outcomes</th> <th colspan="2">Maths</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">GPS</th> <th colspan="2">Combined</th> </tr> <tr> <th>Summer 2023</th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Cohort (51)</td> <td>63%</td> <td>8%</td> <td>61%</td> <td>22%</td> <td>71%</td> <td>8%</td> <td>59%</td> <td>25%</td> <td>49%</td> <td>6%</td> </tr> <tr> <td>Disad (26)</td> <td>50%</td> <td>4%</td> <td>50%</td> <td>15%</td> <td>54%</td> <td>4%</td> <td>42%</td> <td>12%</td> <td>31%</td> <td>4%</td> </tr> </tbody> </table>	Y6 Outcomes	Maths		Reading		Writing		GPS		Combined		Summer 2023	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Cohort (51)	63%	8%	61%	22%	71%	8%	59%	25%	49%	6%	Disad (26)	50%	4%	50%	15%	54%	4%	42%	12%	31%	4%																																	
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Narrow the attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.	<ul style="list-style-type: none"> <li>Strategic planning linked to disciplinary and substantive knowledge with staff ensures that teaching builds on prior knowledge and each teacher is aware of gaps in learning to readdress these with children.</li> <li>Sticky knowledge jars and the use of no-hands up policy ensures rigour and targeted questioning for disadvantaged pupils in learning time.</li> <li>EEE documents ensure rigorous monitoring of a PPG children and show impact of interventions.</li> </ul> <p><b>SEND &amp; PPG Progress</b></p> <p><b>Sandwell – Maths</b></p> <table border="1"> <thead> <tr> <th></th> <th>0-5 months</th> <th>6-10 months</th> <th>11-15 months</th> <th>16-20 months</th> <th>Now ARE</th> </tr> </thead> <tbody> <tr> <td>Y1 (3 children)</td> <td>1 25%</td> <td>2 75%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2 (5 children)</td> <td>2 40%</td> <td></td> <td></td> <td></td> <td>3 children 60%</td> </tr> <tr> <td>Y3 (5 children)</td> <td>1 25%</td> <td></td> <td>2 50%</td> <td>1 25%</td> <td></td> </tr> <tr> <td>Y4 (3 children)</td> <td></td> <td>1 33%</td> <td></td> <td>1 33%</td> <td>1 child 33%</td> </tr> <tr> <td>Y5 (1 child)</td> <td></td> <td>1 100%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y6 (4 children)</td> <td></td> <td>2 50%</td> <td>2 50%</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>All children that were SEND and PPG last year made small step progress in maths. With 4 children coming in to ARE.</li> </ul> <p><b>YARC – Reading</b></p> <table border="1"> <thead> <tr> <th></th> <th>1 strand</th> <th>2 strands</th> <th>3 strands</th> <th>4 strands</th> </tr> </thead> <tbody> <tr> <td>Y1 (4 children)</td> <td></td> <td>1 25%</td> <td>1 25%</td> <td>2 50%</td> </tr> <tr> <td>Y2 (5 children)</td> <td></td> <td></td> <td>1 20%</td> <td>4 80%</td> </tr> <tr> <td>Y3 (4 children)</td> <td></td> <td>2 50%</td> <td>1 25%</td> <td>1 25%</td> </tr> <tr> <td>Y4 (2 children)</td> <td></td> <td></td> <td>2 100%</td> <td></td> </tr> <tr> <td>Y5 (0 children)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y6 (3 children)</td> <td></td> <td>1 25%</td> <td>2 75%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>All SEND and PPG children made small step progress in reading this year.</li> </ul>		0-5 months	6-10 months	11-15 months	16-20 months	Now ARE	Y1 (3 children)	1 25%	2 75%				Y2 (5 children)	2 40%				3 children 60%	Y3 (5 children)	1 25%		2 50%	1 25%		Y4 (3 children)		1 33%		1 33%	1 child 33%	Y5 (1 child)		1 100%				Y6 (4 children)		2 50%	2 50%				1 strand	2 strands	3 strands	4 strands	Y1 (4 children)		1 25%	1 25%	2 50%	Y2 (5 children)			1 20%	4 80%	Y3 (4 children)		2 50%	1 25%	1 25%	Y4 (2 children)			2 100%		Y5 (0 children)					Y6 (3 children)		1 25%	2 75%	
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Hold teachers to account for the performance of All pupils, including Disadvantaged pupils.	<ul style="list-style-type: none"> <li>Rigorous pupil progress meetings held termly ensure that progress is monitored. Through the use of Pupil Progress meetings and the EEE documents pupil's progress is rigourously tracked to ensure progress is made and that the provision in place ensures progress. The Pupil Premium Champion works alongside class teachers to closely monitor the progress of all pupils. EEE documents are updated on a termly basis where progress is monitored closely. Targeted boosters have taken place in Years 1,2,6 and 5 to boost progress and attainment through the NTP.</li> <li>The bottom 20% of readers are targeted with fluency intervention within upper key stage two.</li> <li>All staff including Associate Professionals are held to account for the progress of the bottom 20% of readers within the appraisal process.</li> </ul>																																																																													
Further enhance SALT provision as an early	<ul style="list-style-type: none"> <li>Children in EYFS are developing their communication and language skills which impact on GLD being above national.</li> </ul>																																																																													

Intended outcome	Review 2022-2023
intervention to develop children's communication and language within the Foundation Stage.	<ul style="list-style-type: none"> <li>Listening and attention end of year attainment at EYFS is at least in line with National Average and is not a limiting factor for GLD.</li> <li>83% of pupils achieved expected in listening, attention and understanding ELG.</li> <li>86.8% of pupils achieved expected in speaking ELG.</li> <li>Communication and language is a key focus within the EYFS provision and all areas are designed to facilitate and develop all pupils communication and language skills</li> <li>SALT provision has continued to be in place with excellent attainment. Regular pupil progress meetings ensured that bespoke SALT interventions were identified and delivered for key children.</li> <li>All children on the caseload received reviews and individualised programmes once a term, unless they are seen by another SALT team e.g. selective mutism, MSS, DLD There have been a total of 8 pupils, on the school caseload this year. 6 new referrals, to the school caseload, were received from school. 1 pupil was discharged as their speech was WNL following programmes. 7 pupils are making progress and remain on caseload.</li> </ul>
Support and challenge disadvantage pupils in lessons so their engagement levels are high.	<ul style="list-style-type: none"> <li>Teaching and learning is of a high quality across school. Learning is carefully and meticulously planned for through the use of split inputs to ensure it suits the needs of all children.</li> <li>Regular drop ins evidence that the use of split input supports all children. Learning is moved on swiftly to ensure that progress is made. In all subjects, staff provide pupils with a rich range of learning.</li> <li>Staff know how to spot pupils who are struggling with their learning. Teachers adapt resources to ensure that pupils with SEND can learn well alongside their peers this is highly effective.</li> <li>Staff use checks to help them to plan future learning, they identify those pupils who need help and put effective support in place.</li> <li>Triage is used to ensure that there is a keep up culture where children received individual personalised support.</li> </ul>
Embed tracking systems which closely monitor the impact of interventions and support for Disadvantaged children	<ul style="list-style-type: none"> <li>The bottom 20% across key year groups have been targeted for specific interventions through the use of the NTP programme. Y1/Y2 focused on Phonics boosters in Year 1 24 children accessed boosters and in Year 2 7 children accessed boosters. 7 children in Year who are not confident in their RWI sounds received additional boosters.</li> <li>In KS2 49 Year 6 children accessed additional boosters focusing on Reading, Maths and Grammar in preparation for KS2 Statutory Assessments.</li> <li>Fluency groups are continued to be delivered on a daily basis across Key Stage targeting the bottom 20%. This has allowed children across all year groups to read more confidently and fluently. The English leads have carried out monitoring which has then allowed coaching and mentoring to take place for class teachers and support staff delivering interventions within KS2. This needs to be continued to be implemented in the next academic year to ensure that first quality teaching remains due to a change in team.</li> </ul>
Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of pupils in key year groups.	<ul style="list-style-type: none"> <li>The regular implementation of Line Management meetings have shown improvement in the standard of teaching and learning. Where there were areas for development coaching and mentoring has been implemented and these have been eradicated. Regular drop ins ensure that teaching and learning is monitored on a regular basis and of a high standard. High expectations permeate every aspect of school life. Leaders place no limits on what pupils can accomplish. A keep up culture has been established where the regular use of triage is implemented to ensure swift intervention is in place.</li> <li>Additional PLD opportunities are planned in to ensure that APS remain highly skilled. APS are deployed effectively throughout school to support key year groups.</li> </ul>
Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance has continued to remain a high priority and is shared through assembly to continue to raise the profile. PP attendance 90.6% which is below FFT national at 91.3% a - 0.6% difference and Non-PP 94.1% slightly below FFT National at 94.7%.</li> <li>Regular meetings with the Attendance Office, Safeguarding and the Principal take place where key pupils and families are identified along with key targets and next steps addressed.</li> <li>RMBC Attendance Pathways – accessing Early Help support where necessary. Late letters are sent to target families. The attendance officer is now meeting on a regular basis with Inclusion and the Principal. Key targets are identified, and next steps addressed.</li> </ul>
Specific tracking/targeting of Disadvantaged pupils to ensure that rates of PA amongst	<ul style="list-style-type: none"> <li>The Attendance Officer closely tracks the attendance of all disadvantaged children and meets with the Pupil Premium Champion on a regular basis to identify next steps. The implementation of the EEE documents supports class teachers in tracking the attendance of all disadvantaged pupils. PA remains a concern at 27%. The Pupil Premium Champion has attended the ROSIS Disadvantaged Group where work around attendance has been a focus. The Vulnerable learner's driver group has focused on attendance, and this continues</li> </ul>

Intended outcome	Review 2022-2023
Disadvantaged pupils are comparable to numbers nationally.	to remain a priority. Newsletters continue remind parents of importance of attendance and punctuality and inform on attendance target.
Raise aspirations of children's futures through career and jobs education for targeted children. Make links with local businesses to provide wider experiences. Personalised support and coaching put in place as identified on Triple E document.	<ul style="list-style-type: none"> <li>• Children are provided with a wide range of exceptional experiences which are carefully planned and thought out. In addition to exceptional experiences visitors has been carefully planned in the visit key year groups. Visitors such as the Army, Fire Service, Dental Nurses have visited this academic year.</li> <li>• STEM week further enhanced the children's awareness of the links between their learning and future job opportunities. This dedicated week involved hands-on activities, workshops and raised awareness of different careers within Science. The Enthuse partnership has provided staff with high quality PLD opportunities to further develop their understanding around raising the awareness of careers. Workshops from AMRC have further developed children's understanding around different careers within STEM.</li> <li>• Disadvantaged pupils have been provided with additional visits for example to see Tim Peake and visit KidZania which allowed children to explore different career opportunities.</li> <li>• The pupils have access to an impressive range of extracurricular clubs such as gardening club, film club, debate club, STEM club and many more. The recent Ofsted report evidences how they support their wider community, <i>"All achievements are celebrated meaningfully, and pupils have access to an impressive range of extracurricular and enrichment activities. They contribute wholeheartedly to their local community through raising money for charity, donating to foodbanks and local litter-picking. Pupils play an active part in school through the roles of student leader, sports leader and ecowarrior. These help to develop pupils' character exceptionally well."</i></li> </ul>
MAST mental health support in place to meet the needs of most complex pupils.	<ul style="list-style-type: none"> <li>• 8 PPG &amp; 2 LAC/PLAC children had MAST last year.</li> <li>• 6 PPG children had support from With Me in Mind.</li> <li>• 1 PPG child's parent accessed parent led CBT through a school referral to With Me in Mind.</li> <li>• 34 PPG children received Wave 2 pastoral Thrive support.</li> <li>• Over the year, 19 PPG children moved down a Pastoral Wave or moved onto the next Thrive developmental strand, due to positive progress. Some PPG children made more than one strand of Thrive progress within the year and are beginning to close the gap between their peers. Some children who were newly starting on Thrive in the Summer term will be monitored again in the Autumn term to ensure they make the same level of progress.</li> <li>• Parents were engaging well in half termly Stay &amp; Thrive sessions in which the strategies and actions plans in place to support pastoral wellbeing were shared with parents to further promote progress. In addition to this, With Me in Mind ran two well attended parent and child worry monster workshops within KS1 and they ran a corridor stall during parents evening.</li> </ul>
Ensure that a strategic approach is managing the emotional well-being of disadvantaged pupils through supporting both parents and the child through a comprehensive programme of pastoral support.	The Disadvantaged pupils continue to be the most positive children in school and the results are inline if not greater than the whole school. The questions where we see a significant difference is about the work in class being interesting and home learning. When looking deeper into the responses around work in class being interesting, 100% of Disadvantaged KS1 responded and all but 3 KS2 class responded 100% positively. It was within one Reception class where only 67% of children were positive and this has swayed all the results negatively. This class have the same planning and activities as the other Reception class who responded 100% to this question. This is something to continue to monitor as the children move into Year 1.

Intended outcome	Review 2022-2023
<p>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.</p>	<ul style="list-style-type: none"> <li>• The 2023 Ofsted report states that, <i>'Pupils are at the heart of this nurturing and vibrant school. They feel safe and valued as individuals. Pupils form strong relationships with the staff. Parents and carers appreciate the guidance and support that staff provide.'</i></li> <li>• The survey this year was completed during the rescheduled parents' evening following the OFSTED inspection. As a result, only 98 responses were received but still, this is representative of nearly a third of parents (when taking into account siblings). Some parents had already completed their views for Ofsted via Parent View where 12 were received and all but two parents were positive about the academy on their responses using that platform.</li> <li>• This is the most positive response we have had for the survey with 100% of parents agreeing in all areas of the survey apart from bullying which was 97% (three parents). When reviewing the historic responses, this is the first time that we have received 100% of parents agreeing that their child can take part in clubs and activities which evidences the positive take up of after school clubs which have been a new initiative since September. In a majority of areas, over 75% of parents strongly agree however, this remains at 72% for strongly agree wider personal development which continues to be a focus.</li> <li>• The other area where we have had 100% agree responses historically is around the school letting parents know what their child is doing. The staff within the academy have organised a variety of events to welcome the parents into school including 'Stay and' sessions and the 'Escape Room' experiences. Parents have also attended meetings about the Y4 Multiplication check as well as meetings for Y6 and Y2 parents about SATs and for parents of Y1 Phonics. The celebration assembly on a Friday have also been well attended by parents who have celebrated with their children being superstar or getting their star certificates although these have now been split with EYFS/KS1 having them in the morning and KS2 in the afternoon.</li> <li>• Stay and sessions have been implemented this academic year which have seen a positive impact in building relationships with parents. Parents value opportunities to learn with their children and have found the sessions high quality. In some instances, sessions have been well attended than other sessions, upon seeking feedback this is a result of other commitments or short notice of sessions. Moving into the next academic year a clear structure of sessions is to be communicated with parents to allow them to have a yearly overview. Further development of the stay and sessions to link to the found experience strands.</li> <li>• Coffee mornings alongside Early Help and the Safeguarding Manager have been well attended this academic year. Throughout the year the sessions have been developed to a drop in appointment focus to allow parents to talk more openly and freely in a safe and comfortable environment.</li> <li>• Informal events such as Bingo Nights have been successful to develop parental engagement and increase foot-traffic within school, with local business links sharing prizes and parents and carers being invited to the events. These events have allowed parents to relax in a non-educational setting and develop links within school.</li> </ul>

## 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	
My Ed	My Ed
Nessy Learning Dyslexia	Nessy Learning Limited
Thrive Approach	Thrive NHS
White Rose Maths	Trinity Mat
My Maths	Oxford University Press
Spelling Shed	Spelling Shed
Mr P ICT	Mr P ICT
Language Angels	NuBridge Publishing
Deepening Understanding	Planpion
Digimaps	The University of Edinburgh
Closing the gap	Master the Curriculum