

# Pupil Premium Strategy Statement

**2021-2022**

**MALTBY MANOR ACADEMY**



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	352
Proportion (%) of pupil premium eligible pupils	39.4% (138)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Joanne Cliff
Pupil premium lead	Mrs Catriona Wilby
Governor / Trustee lead	Mrs Gemma Hague

### Funding overview

	Amount
Pupil premium funding allocation this academic year	£ 174,000
Recovery premium funding allocation this academic year	£ 16,820
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	£ 190,820

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Disadvantaged Pupils at Maltby Manor Academy have the same access to education and exceptional experiences of their peers. All DA pupils achieve their full potential through accessing quality first teaching and high quality support through access to highly trained professionals and services.

The key principles of the strategy plan:

- A greater proportion of disadvantaged children will reach the expected standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated.
- Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress.
- To ensure attendance/ punctuality of children in receipt of PPG is monitored and in-line with other children in school and nationally.
- To ensure that children have high aspirations for their attainment and strive to achieve targets.
- To promote self-esteem and levels of engagement of Disadvantaged children.

## Challenges

Challenge number	Detail of challenge
<b>In-school barriers</b>	
1	There is a variability between cohorts for the attainment and progress of Disadvantaged pupils compared to their peers. Disadvantaged children do not achieve at least in line with National at KS1 and throughout KS2.
2	Pupils have personal social and emotional barriers, which inhibit their readiness to learn when coming into school. Pupils carry low aspirations and appear less motivated to do well in all subjects
3	Most children have a limited awareness of how skills learned will support them in the workplace / future. Children do not understand how the curriculum may impact on their future.
4	Language and literacy skills are lower on entry to school for pupils eligible for PP than for other pupils. This impacts on EYFS Literacy outcomes and slows reading progress in subsequent years.
<b>External Barriers</b>	
5	Some parents have had negative experiences of school themselves so this means that parental engagement of the most vulnerable pupils is low.
6	Children have limited opportunities of out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imagination and vocabulary. This impacts directly on Reading attainment.

## 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
<i>Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.</i>	Disadvantaged pupils will achieve inline with the national standard in all key year groups.
<i>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.</i>	There will be no significant difference between the attainment and progress of Disadvantaged and Non-Disadvantaged.
<i>Hold teachers to account for the performance of All pupils, including Disadvantaged pupils.</i>	All Disadvantaged pupils achieve at least good progress in all year groups and classes.
Further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage.	Children in EYFS are developing their communication and language skills which impact on GLD being above national. Listening and attention at EYFS is at least in line with National Average and is not a limiting factor for GLD.
Support and challenge disadvantage pupils in lessons so their engagement levels are high.	Lower attaining pupils, including disadvantaged pupils, will make accelerated progress so that they are achieving at least in line with their peers

Intended outcome	Success criteria
Embed tracking systems which closely monitor the impact of interventions and support for Disadvantaged children	Increase the percentage of the lowest 20% disadvantaged children achieving EXS by the end of each year across the academy.
Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of pupils in key year groups.	School audit processes demonstrate that APs are highly effective and impacting on the progress of/ enabling teacher to impact on the progress of Disadvantaged pupils.
Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils.	Attendance of the Disadvantaged cohort continues to improve and gaps to the national attendance figures close. The number of Disadvantaged pupils arriving late for school reduces significantly.
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.
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.	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.
MAST mental health support in place to meet the needs of most complex pupils.	The mental health of Disadvantaged pupils is proactively addressed and support put in place through effective services.
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.	Number of incidences of poor behaviour amongst the most vulnerable Disadvantaged pupils reduced. Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey.
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: £ 44,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of individualised coaching and mentor support through phase leaders; utilising the resources in the Walktrus as guidance and support.	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.	1,4
Ensure that high quality teaching, including explicit instruction, collaboration and scaffolding is not impacted through the re-establishing of routines and building resilience.		1,4
Provision of a tailored package of both internal and external CPD support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.	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	1,4

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

Budgeted cost: £ 97,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support for Y1 and Y2 <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>• Spellings will be sent home on a weekly basis focussing on the sounds taught in class.</li> <li>• Bottom 20% of readers have been identified and shared</li> </ul>	Evidence from the EEF consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the curriculum. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of accelerating progress.	1,4,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>with the class teachers. Skilled AP leading the phonic interventions in Y2 for targeted children.</p> <ul style="list-style-type: none"> <li>Teachers teach the bottom 20% of readers in RWInc sessions</li> </ul>		
<p>Specific children to access Speech and Language Therapy focussing on:-</p> <ul style="list-style-type: none"> <li>Early speech and language development linked to literacy.</li> <li>Group work to develop early communication skills.</li> </ul>	<p>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. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	1,4,6
<p>Personalised and targeted learning plans to be put in place for identified SEND children focusing on their specific area of need</p>	<p>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.</p>	1,4,6
<p>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.</p>		1,4,6
<p>Children to be identified as not on track for EXS in Y5 and Y6 and to be arranged into focused intervention groups utilising the NTP.</p>		1,4,6
<p>Associate Professionals to focus on developing children's independent learning skills including phonics, reading fluency and comprehension, maths basic skills, and high level writing.</p>	<p>Evidence from the EEF consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the curriculum. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of accelerating progress.</p>	1,4,6

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

Budgeted cost: £ 48,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and action initiatives to improve the attendance and punctuality of all children following the extended school closure due to COVID-19.	<p>There is a clear link between poor attendance at school and lower academic achievement. In primary schools, less than 65% of children get good results in Maths and English in schools when they have an average of 15 days absence, compared to around 90% in schools where the average is less than 8 days.</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>	1, 5, 6
Ensure that the children who are in self isolation have the same level of access to education as those who are attending school.		1, 5, 6
Enable a number of wider opportunities for Disadvantaged pupils so that they have improved access to the curriculum.	Raising aspirations is an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. After conducting pupil interviews as part of the review, it was found that some children in Y5/6 cannot make links between their learning and future careers. At Maltby Manor we believe in creating life-long learners with high aspirations.	3, 6
Increase the emotional resilience & wellbeing of pupils, their families and staff by empowering staff in supporting their pupils to become emotionally resilient & happy learners.	<p>On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	2
Implementing pastoral support to specifically target and impact on individual pupils. Specific training for key staff to use the Thrive resources and support mechanisms.		2
Develop parental engagement through a range of informal and formal strategies within the	The association between parental involvement and a child's academic success is well established. Effective partnership between parents and	5

<p>boundaries and barriers due to COVID-19; including enhanced communication streams using MyEd, Facebook and email.</p>	<p>school can gain up-to 3 months learning.</p>	
<p>Plan for experiences within the academy where parents can attend and celebrate/support their children's learning. (COVID restrictions permitting)</p>		<p>5</p>

**Total budgeted cost: £190,820**

## 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 2020 to 2021 academic year.

#### Quality of teaching for all

- OTrack data shows that Disadvantaged pupils are not outperforming Non-disadvantaged across all subjects. This has been addressed throughout PPM meetings and the use of the EEE document has ensured that provision is in place to accelerate progress for those not on track.
- Due to COVID 19, no statutory results however Y6 teacher assessments show 40% of PPG achieved EXS combined.
- The changes to the EEE documents ensure that teachers are aware of the disadvantaged children and a child on a page enables class teachers to identify the provision in place to ensure progress is made. The use of the EEE documents and the profile being raised has ensured that staff are held accountable for the progress being made.
- Termly pupil progress meeting ensure that progress is made and timely interventions are put in place. The continuous use of pupil progress meetings ensures that the provision in place ensures progress.
- The recent maths audit Summer 2021 shows that opportunities for challenge are planned. It has been identified in Year 1 that the Inspire curriculum does not offer the sufficient amount of challenge. Moving into the next academic year the Year 1 cohort will follow the White Rose Scheme of working ensuring there is a consistent approach to maths across the school.
- SALT provision continued to place with excellent attainment gains with all children success were shared with Governors. Regular pupil progress meetings ensured that bespoke SALT interventions were identified and delivered for key children. Due to COVID the SALT provision has been unable to take place across KS2. Therefore, this has been addressed through first quality teaching and use of Associate Professionals has ensured that children have made progress.
- TIPs reviewed October and January showed an improvement in the standard of teaching and learning across the academy where there were pockets for development further support was identified and implemented.
- 'New to Career 'coaching and CPD opportunities continued to take place but online.
- 2 members of SLT are currently completing the NPQSL.
- Due to the continuation of COVID the majority of CPD has been online. Staff have been given ownership to seek out their own CPD opportunities linking to their specific subject. ROSIS has been used to facilitate subject leadership CPD opportunities.
- Drop ins show that a wide and varied curriculum is continuing to be taught weekly. Further CPD needs to be delivered linking to delivering exceptional experiences that are not just linked to trips and delivered in house. Members of SLT have been successful in planning exceptional experiences in house which needs to now be shared wider. The new LTP and MTP documents which will be implemented in September 2021 will ensure that teachers think and plan for exceptional experiences.

#### Targeted academic support for current academic year

- PASS survey (Dec) shows that the percentage of disadvantaged children feeling happy and confident in coming to school and about themselves and asking for support, is in line or greater than whole school figures at 96%.
- Home learning was tracked on a weekly basis by pupil premium leader, who liaised with class teachers to ensure that all children were engage whether it was online or via paper learning. From the previous lockdown 2020, the majority of disadvantaged pupils who have engaged has increased due to the rigorous monitoring and wellbeing checks.
- Behaviour incidents since September has increased. From 23 red cards in the Autumn term to 43 red cards in the Summer term. This is due to the return following the second lockdown and routines and expectations being reinforced. However, the red cards from Summer 1 being 31 to Summer 2 have reduced to 12.

- Tracking systems are in place for each phase to track interventions. Gap analysis used to identify GAPS and interventions planned to use this information. Teachers are held to account through pupil progress meetings.
- The further development of the EEE documents has ensured that all children regardless of their ability make good progress.
- APs appraisals are now 1/2 termly which has increased the level of monitoring and ensures that first quality interventions and being planned for and delivered.
- Monitoring of EEE documents shows first quality interventions are in place. The amendments to the EEE documents now ensure that progression is being tracked and has a higher profile with class teachers holding them account.
- Attendance has continued to be shared through bubble assembly to continue to raise the profile. PP attendance 94.2% Non PP 96.8% Following 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.
- Newsletters remind parents of importance of attendance and punctuality and inform on attendance targets.
- During the COVID the Pupil Premium lead identified the vulnerable children who did not engage with home learning and this was then followed up with phone calls and home visits.
- Due to the lack of a pastoral lead there have been no meetings taking place this has been via the Inclusion lead.

#### **Wider strategies for current academic year**

- The continuation of Curriculum Fridays ensures that all children have a wide and varied curriculum through a focus on non-core subjects. Audits show that children are engaged and enthusiastic. Pupil survey shows that 98% felt confident to contribute to lessons and 100% are happy to ask for help if needed.
- Year 3 children all have access to music lessons through Rotherham Music Services (Brass and Violin). Choir as not been able to take place due to COVID.
- All children experience 'Wow experiences' through the Friday curriculum days. Trips and visits have not been able to take place due to COVID.
- Due to COVID restrictions the career fayre has been put on hold; plans are beginning to be developed to run in Summer 2022.
- Virtual links with business and workshops have been utilised during the COVID period, e.g Anti-bullying and anti-racism.
- Pupil Premium leader met with the link Governor to share updates of PPG within school.
- EEE documents have been reviewed and amended to provide more of a child on a page approach. This shows a clear picture of the provision which is in place for each disadvantaged child. Documents are updated each term to keep track of the provision and intervention provided for the disadvantaged pupils. EEE documents show that a DA have access to support from MAST and pastoral.
- A MAST waiting list is up and running so that children's mental health needs are being addressed. MAST referrals increased this year during the Sprint term lockdown showing that staff were responding in a timely manner to the challenges the children were facing. MAST support continued for children during lockdowns as we saw this as a school priority. Flexible working between MAST and school have meant that we have been able to adjust provision to meet very specific and complex needs.
- A strategic plan for pastoral support has been developed and implemented this year. This includes identification of need and a clear graduated response to meeting the need. Pastoral support has been targeted half termly so that needs are met in a timely manner before they escalate. This early intervention has been crucial in ensuring the wellbeing of the children is supported. Tracking of pastoral progress has begun more closely through Boxall SDQ's and wellbeing scales although due to staff shortages this was unable to be completed. The inclusion team have facilitated theraplay workshops with CAMHs for staff and specific parents of disadvantaged children with SEMH needs. Pastoral IEP's have been kept up to date and show small steps of progress.

- Exclusions and numbers of SEMH needs have increased following the Spring lockdown. However, the inclusion team have responded to this by implementing weekly relationship workshops and through close working with Sara Graham. Due to the increasing needs, SEMH will continue to be a priority over the next year.
- Disadvantaged children are represented on the pastoral timetable termly and flexible approaches have been used during this time.
- Due to Covid, parents have not been able to come onsite, however, staff have liaised with parents in other ways.
- The inclusion team were all allocated families to target for engagement and to promote high aspirations. This took the form of weekly phone calls, home visits and emails.
- SENDCo has an allocated day and parents of disadvantaged and vulnerable children are aware and arrange meetings for during this time.

### 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*

<b>Programme</b>	<b>Provider</b>
Purple Mash	2 Simple Software
TT Rockstars	Maths Circle
Oxford Reading Buddy	Oxford University Press
My Maths	Oxford University Press
RWInc	Oxford University Press
My Ed	My Ed
Nessy Learning Dyslexia	Nessy Learning Limited
Charanga Music	Charanga Music Limited
White Rose Maths	Trinity Mat