

# Pupil Premium Strategy Statement

**2022-2023**

**MALTBY MANOR ACADEMY**



### 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	359
Proportion (%) of pupil premium eligible pupils	42.1% (151)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Joanne Cliff
Pupil premium lead	Mrs Catriona Wilby
Governor / Trustee lead	Mrs Claire Garbutt

#### Funding overview

	Amount
Pupil premium funding allocation this academic year	£ 196,670
Recovery premium funding allocation this academic year	£ 20,590
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	£ 217,260

## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### **Curriculum Intent Statement:**

Every child is an individual with a unique potential for learning. Our curriculum is designed to be creative and offer vibrant learning experiences that are tailored to meet the needs of each individual child. We aim for each child's experience at Maltby Manor to be memorable, engaging and inspiring as well as develop a love of learning; enabling each child to participate fully in society as a responsible, self-confident citizen. We believe that to be effective, a curriculum needs to be based on the acquisition of knowledge; substantive and procedural, progressively building on acquired knowledge so that it can be applied in different contexts and subjects. We believe by having an emphasis on cross curricular teaching, it makes the curriculum relevant and meaningful. 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.
- Through the development of an engaging curriculum, ensure that all Disadvantaged children access a wider range of opportunities and exceptional learning experiences.
- To promote self-esteem and levels of engagement of Disadvantaged children.
- To ensure that the gaps between boys' and girls' attainment is narrowed across all year groups.
- To rigorously monitor and reduce the percentage of PA of the Persistently Disadvantaged pupils in-line with other children in school.
- To increase the percentage attendance of all disadvantaged pupils.

### 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 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 which has been further impacted by COVID.

<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.

<b>Intended outcome</b>	<b>Success criteria</b>
Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.	Disadvantaged pupils will achieve in line with the national standard in at least all key year groups.
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.	There will be no significant difference between the attainment and progress of Disadvantaged and Non-Disadvantaged.
Hold teachers to account for the performance of All pupils, including Disadvantaged pupils.	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
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	Children can explain how their learning will link to future jobs and careers.

Intended outcome	Success criteria
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'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: £ 56,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of individualised coaching and mentor support through phase leaders; utilising the MLT teaching and learning standard which is explicitly references links to 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 tailors the learning to the needs of the children with a focus around boys' engagement.		1,4
Provision of a tailored package of both internal and external PLD support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision ensuring that all ECTS and new to schoolteachers are up to date	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

with PLD. All teaching will be at least good.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 184,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support for Reception, 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>• 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>	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
Specific children to access Speech and Language Therapy focussing on:- <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> <li>• Key vocabulary provided through progression documents to enhance understanding.</li> </ul>	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).	1,4,6
Personalised and targeted learning plans to be put in place for identified SEND children focusing on their specific area of need. All SEND pupils expected to make at least good progress.	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.	1,4,6
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.		
Associate Professionals to focus on developing children's independent learning skills including phonics, reading fluency and comprehension, maths basic skills, and high level writing.	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	1,4,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	one-to-one or small group intervention to classroom teaching, is likely to be a key component of accelerating progress.	

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

Budgeted cost: £ 56,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and action initiatives to improve the attendance and punctuality of all children particularly children who are persistently absent.	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. 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.	1, 5, 6
Enable a number of wider opportunities for Disadvantaged pupils so that they have improved access to the curriculum with guaranteed extra-curricular activities.	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 through the use of emotion coaching and the Thrive approach. Continuing to coach staff in supporting their pupils to become emotionally resilient & happy learners.	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.	2
Implementing pastoral support to specifically target and impact on individual pupils.		2
Develop parental engagement through a range of informal and formal strategies enhancing communication streams using MyEd, Facebook and email and	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.	5

DoJo. 100% of Disadvantaged parents enrolled with DoJo by Christmas 2022.		
Plan for experiences within the academy where parents can attend and celebrate/support their children's learning.		
Wider trust Vulnerable Pupil Driver group focusing on the strategies to improve attainment and progress in children who are identified as having multiple factors of vulnerability.		

**Total budgeted cost: £217,260**



## 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 2021 to 2022 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.
- KS2 statutory assessments have taken place this year where results show 26% of PPG achieved EXS combined. There are gaps in attainment in other year groups which still need to be addressed. The attainment of Disadvantaged pupils in Maths, Reading and GPS is inline with their peers nationally at EXS and GDS for Reading and Writing.
- The school serves a largely white-British, working-class community with over 44% of children identified as Disadvantaged, this is an increase from 37% at the beginning of the year. There has been a significant in year inward mobility with 61 children being admitted. The school has become the local school of choice.
- EEE documents ensure that teachers have a good understanding of the Disadvantaged children and a child on a page enables class teachers to identify the provision in place to ensure progress is made. Recent Governor reports show evidence that staff are held accountable for the progress being made of all pupils.
- 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.
- PLD around the quality of teaching and learning within the maths curriculum has taken place this academic year ensuring that sufficient opportunities for challenge are planned. The White Rose Curriculum has successfully been implemented from Nursery to Year 6 ensuring that there is a consistent approach towards maths.
- SALT provision has continued to be in 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.
- Regular Line Management Meetings have shown improvements 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 PLD opportunities continued to take place through weekly mentor meetings.
- Two members of SLT have successfully completed the NPQSL qualification.
- PLD opportunities have taken place throughout the year focusing on the schools' priorities.
- Drop ins show that a wide and varied curriculum is continuing to be taught weekly. The use of the new LTP and MTP documents have allowed for exceptional experiences to be planned out more effectively. There are still some inconsistencies, and the further implementation of the curriculum guarantees booklet with further enhance this ensuring that all children access exceptional experiences.

#### Targeted academic support for current academic year

- High quality phonic sessions have taken place throughout the academic year with meticulous planning to target key children, but attendance (42% PA) and non-bloodline (16%) children has impacted on outcomes as well as missed foundation stage learning resulting in a 50% pass rate.
- Fluency groups across KS2 are now consistently delivered targeting the bottom 20%. There are still some inconsistencies around the quality of this intervention due to new staff. The English lead has been carried out monitoring which has then allowed coaching and mentoring to take place. This

needs to be continued to be implemented into the next academic year to ensure that first quality teaching remains.

- Spellings are sent home on a weekly basis for all children who access the RWInc spellings within the classrooms. Children who are on alternative provision e.g. PAT and Fresh Start need to be further monitored by class teachers to ensure that spellings are sent home on a regular basis.
- 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 Line Management Meetings are rigorous and have increased the level of monitoring and ensures that first quality interventions and being planned for and delivered. These have to evidence impact.
- SEND reviews show that the SENDCo monitors the provision of SEND children ensuring that all adults are held to account. IEPs are quality assured on a regular basis to ensure that targets are SMART and measurable. Where children have not made progress towards targets teachers have been held to account and further support has been implemented.
- 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.
- The National Tutoring programme has taken place this year with 31% of Y5 children and 41% of Y6 children accessing the NTP. In school further in house tutoring has taken place with 42% of the Disadvantaged children in Y1 accessing additional Phonics provision and 59% of the Y6 Disadvantaged cohort accessing additional morning and after school boosters.

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

- Attendance has continued to be shared through assembly to continue to raise the profile. PP attendance 96.5% which is inline with FFT national and Non-PP 93.2%. 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 continue remind parents of importance of attendance and punctuality and inform on attendance targets.
- Where children have self-isolated due to COVID teachers have remained in contact and home learning has been made accessible to ensure that there is no lost learning.
- 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. This academic year there has been a focus on refining and tweaking the experiences in which the children are offered through the new Exceptional learning Experiences which will be implemented during the new academic year will ensure that all children access a variety of exceptional experiences.
- PASS survey (June) 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 99%.
- Two members of staff have been successfully trained to deliver and implement the Thrive approach allowing children to access further support in addition to MAST. All staff have received current and up to date PLD around the Thrive approach and how this can be delivered within the classroom.
- The Year 5 team this year have trialled a new communication system of DoJo which has been a success with parents this will now be implemented whole school moving into the next academic year.
- Year 3 children all have access to music lessons through Rotherham Music Services (Brass and Violin) where they performed at the Big Blast and one of 4 South Yorkshire Schools Bollywood Brass.

- Additional after school clubs have been introduced this academic year with 25% of Disadvantaged children attending. Moving into the next academic year clubs will become part of the regular school offer and take place on a weekly basis.
- All children experience 'Wow experiences' through the Friday curriculum days.
- Pupil Premium leader met with the link Governor to share updates of Disadvantaged 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. 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 Thrive Profiles. Pastoral IEP's have been kept up to date and show small steps of progress.
- Disadvantaged children are represented on the pastoral timetable termly and flexible approaches have been used during this time.
- 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.
- Weekly coffee mornings provide parents with opportunities to communicate not only with class teachers but also the Inclusion team allowing them to share any worries or concerns.
- Celebrations throughout the year have taken place post COVID and parents have been welcomed back on site through stay and sessions, Jubilee celebrations and Friday celebration assemblies.

## 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
My Ed	My Ed
Nessy Learning Dyslexia	Nessy Learning Limited
Charanga Music	Charanga Music Limited
White Rose Maths	Trinity Mat