



Maltby
Lilly Hall Academy

PUPIL PREMIUM STATEMENT

2019-2022

School overview

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	406 (F2-Y6)
Total number of pupils eligible for PPG	36 children – 20G, 16B
Amount of PPG received per pupil	£1320
Total amount of PPG received	£47,520
Pupil premium lead	Mr Richard Pease
Governor lead	Mrs Debbie Bonewell

Disadvantaged pupil attainment and progress scores for last academic year

	Score
Reading Progress	-1.5
Writing Progress	-2.3
Maths Progress	-1.1
% Meeting expected standard at KS2	60%
% Achieving high standard at KS2	0%

Barriers to future attainment (for pupils eligible for PP including high ability)		Evidence for Barrier
In-school barriers		
A.	Poor oracy/language skills continue to prove a barrier – Groups of less able PPG boys performed particularly badly at KS1. This translates into limited vocabulary in key stage 2 writing, where the attitude of PPG children to writing is often poor in addition, they commonly have a language deficit compared to other children.	Attainment and progress of PPG pupils is lower than non-PPG cohort in reading and writing.
B.	Poor attitudes to reading/a lack of reading outside school mean that PPG children do not (on average) develop fluency in reading as early as non-ppg pupils and therefore do not develop reading habits/preferences seen in non-PPG children.	Attainment and progress of PPG cohort is lower than non-PPG Cohort at all phases in reading.
C.	Analysis shows pupils in the PPG group to have a deficit in place value and mental maths skills – such as in the use of times tables and application of place value in fractions, decimals and percentages – this impacts on KS2 attainment in maths.	Analysis of test data (KS2) shows lower response rates for PPG pupils.
D.	A significant number of disadvantaged children have multiple significant barriers which hamper progress and impact on learning behaviours. Some PPG children in school have been hampered in their progress through gaps in learning from previous school years.	Specific cohorts within school had exposure to poor quality teaching – the impact of this is exacerbated for PPG pupils
External barriers		
E.	The persistent absence rates of PPG children are proportionately higher than non-ppg children – this means that a significant number of PPG children attain at low rates.	15.79% of PPG pupils were persistently absent (<95% attendance) in 2018/19 compared to 8.66% of non PPG pupils
F.	Children have limited opportunities to build cultural capital through out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imagination and vocabulary. This in turn impacts directly onto Writing and Reading attainment.	Rate of uptake of after school club provision is lower of PPG pupils. Pupil discussions evidence a lack of wider experiences.

Tiered Approach –

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil's outcomes. Through the three tiers of intervention we address the barriers through are based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

High Quality teaching for all – ensuring every child, including disadvantaged children, have access to consistently high quality teaching and learning which promotes good progress.

Targeted academic support – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

Wider strategies – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

We believe in the value of high quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

Tier 1 – High quality teaching for all

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria 2023
Priority 1: Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children	Barrier A – Oracy Skills	Identify a named key leader to promote oracy and drive its development as a key strategy across the school.	EEF research shows that while oracy and associated strategies have high levels of impact they can be hard to maximise on in practice as they need to be embedded in the practice of both pupils and teachers – this needs a consistent voice promoting and embedding the approaches.	<ul style="list-style-type: none"> Oracy is a key feature of practice in the academy and pupils, including PPG pupils are increasingly expressive – high quality talk is a feature of all lessons. Innovative approaches to oracy are being developed and oracy is being used as a tool to promote learning in a range of spheres.
		Continue to build the range of strategies applied in the classroom to promote oracy – for example discussion guidelines and sentence stems.	EEF studies show that Oral language development has a positive impact on all pupils, however this is disproportionately the case for pupils who are disadvantaged	
		Develop further approaches such as metacognition strategies and the 'philosophy for children' approach in order to build on the work in oracy and promote speaking, listening and debate.	Oracy, P4c and Metacognition/self-regulation strategies are shown to have a consistently high impact in EEF research.	
Priority 2: Ensure that children, including	Barrier B - Poor attitudes to reading/a lack of	Ensure all children, including PPG and disadvantaged children are receiving a consistently high quality provision in phonics, backed up by clear, ambitious expectations of progress.	The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.	<ul style="list-style-type: none"> The vast majority of children (95%+) (including PPG pupils) to be able to blend effectively on entering KS1 (RWinc Green +).

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria 2023
<p>ppg children develop fluency in line with their peers and are exposed to a wide range of experiences which promote reading within and outside school.</p>	<p>fluency in reading/a lack of reading experience</p>			<ul style="list-style-type: none"> The vast majority (95%) of children (including PPG pupils) to be able to decode effectively by the end of year 1 (RWInc Grey +). The vast majority of pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2.
		<p>Ensure that all children, including those who are disadvantaged or in receipt of PPG are receiving a consistently high quality standard of teaching in reading. This to be backed up by clear benchmarks and ambitious expectations of progress.</p>	<p>The national literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education.</p>	<ul style="list-style-type: none"> The vast majority (95%+) of pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2. The vast majority of pupils (95%+) (including PPG pupils) to be able to read fluently and with expression, retrieving key information from a given text by the end of year 3 (NFER scaled score 95+) The vast majority of pupils (95%+) (including PPG pupils) to be able to read with expression and recognise inferential information in texts by the end of year 5. The vast majority of pupils (95%+) (including PPG pupils) achieve a scaled score of 100+ in the end of KS assessments.
		<p>Develop the school environment as a driver to promote reading for example through –</p> <ul style="list-style-type: none"> Developing the school library as a hub for reading within the school Promoting books and authors explicitly through display and environments Creating promotional initiatives such as 'books to read in year...' programmes Author visits/book weeks explicitly promote a love of reading 	<p>National Literacy Trust research highlights the importance of reading for pleasure for all pupils, but particularly disadvantaged pupils. This includes the importance of schools developing of a coherent strategy to promote reading for pleasure.</p>	<ul style="list-style-type: none"> The teaching environment exudes the importance of reading and books are explicitly and implicitly promoted throughout the school. The school library is developed into a key space within the school and is seen as the heart of the reading journey by pupils. A wide range of initiatives promote books and reading – these are continually updated and revisited to maintain momentum. Pupils display unerringly positive attitudes towards books and reading Pupils read widely and express preferences about the books they read.

2019-22	Barrier Ad-dressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria 2023
Priority 3: Ensure that all children have opportunities to build cultural capital through the provision of a range of curriculum experiences.	Barrier F - Children have limited opportunities to build cultural capital through out of school activities/experiences.	Develop a clearly structured curriculum which builds in opportunities to address the deficits in experience which PPG/ Disadvantaged pupils may face in comparison to their non-PPG peers	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPG/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment.	<ul style="list-style-type: none"> The school's curriculum offer includes a wide range of experiences which enrich and broaden the children's thinking All PPG/Disadvantaged children have the opportunity to experience the school curriculum on an equal basis with non-disadvantaged pupils.
		Develop and embed a range of guaranteed experiences which all children will gain during their time at Maltby Lilly Hall – these will take place during the school day and be part of the core curriculum offer.		<ul style="list-style-type: none"> Curriculum Guarantees in place and clearly understood by all stakeholders Records show that the vast majority of PPG pupils (95%+) are accessing the breadth of experiences included in the guarantees. All PPG children are accessing a residential visit during their time at Maltby Lilly Hall Academy.

PPG Outcomes	Target 2020	Target 2021	Target 2022
Progress in Reading	0.0	0.5	1.0
Progress in Writing	-1.0	0.0	1.0
Progress in Mathematics	0.0	0.5	1.5
% Phonics	95%	95%	95%

Tier 2 – Targeted academic support

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
<p>Priority 1: Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified.</p>	<p>Barrier C - Pupils in the PPG group to have a deficit in place value and mental maths skills</p>	<p>Ensure that all children including PPG children leave the early years of maths development (EYFS-Y1) with strong understanding of basic concepts – this to be reinforced through targeted individual intervention.</p>	<p>EEF research highlights the importance of building strong conceptual understanding of basic concepts as the root of mathematical success further on in education.</p> <p>The EEF additionally highlights the role of targeted, immediate intervention to build understanding in maths.</p>	<p>The vast majority of children (95%+), including PPG children, show a high level of conceptual understanding of basic skills in maths (place value, value of number) by the end of year 1.</p>
		<p>Ensure that all children, including pupil premium and disadvantaged pupils, develop a firm and fluent understanding of maths in years 2-6 through the use of targeted intervention.</p>		<p>Ensure that the vast majority of children (95%+), including PPG children, demonstrate a high level of conceptual understanding and fluency in maths.</p>
		<p>Ensure that all children, including PPG children are fluent in their recall of the times tables through the use of high quality online learning both in and outside of school.</p>		<p>The vast majority of children (95%+), including PPG children, develop a high degree of fluency in the recall of times tables by year 4 (Y4 tables check).</p>
<p>Priority 2: Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning.</p>	<p>Barrier D - A significant number of disadvantaged children have barriers and gaps in learning which hamper progress and impact on</p>	<p>Ensure that additional targeted support is put in place for individuals and groups who have gaps in learning – to provide pre and post teaching support and ensure rapid progress.</p>	<p>EEF research shows that rapid intervention (split inputs during sessions or immediate triage intervention) has a significant impact on closing gaps.</p>	<p>The vast majority of PPG children (95%+) are accessing learning in line with peers and additional intervention is unnecessary.</p>
		<p>Ensure pastoral or specialist intervention (eg MAST/ Speech and Language) is in place to address the identified barriers to learning of PPG pupils as early as possible.</p>	<p>Specialist intervention and addressing barriers such as Speech and Language issues have been shown to be key factors in enabling pupils to make good progress (EEF)</p>	<p>Pupils, including those in receipt of PPG, with specific SEMH or learning difficulties have their needs identified early and addressed through in school support.</p>

	learning behaviours.			
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Tier 3 - Wider strategies

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
Priority 1: To ensure the rate of persistent absence within the PPG cohort falls	Barrier E: The persistent absence rates of PPG children are proportionately higher than non-ppg children.	Ensure that existing consistent approaches to dealing with attendance are developed and refined to have the maximum impact possible.	Research from the DfE points to an irrefutable link between high attendance and attainment.	Rates of persistent absence in PPG children are in line with or better than other children. Overall rates of attendance for PPG children improve and are in line with other children.
		Develop targeted strategies to focus on individual families in the promotion of good attendance.		
		Reduce the amount of term time holidays taken by PPG families.		
Priority 2: Ensure that pupils, including PPG pupils, have access to a wide range of extra-curricular opportunities	Barrier F - Children have limited opportunities to build cultural capital through out of school activities/experiences.	Increase the range of extra-curricular activities available to all pupils, including PPG pupils.	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPG/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment.	<ul style="list-style-type: none"> All PPG children are involved in at least one extracurricular activity throughout the year.