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Maltby
Lily Hall Academy

Pupil Premium Strategy Statement

2025-26

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Lilly Hall Academy
Number of pupils in school	399 (443 including Nursery)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers. (3-year plans are recommended)	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	R. Pease (Principal)
Pupil premium lead	R. Moore (VP)
Governor / Trustee lead	S. Boon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,840

Part A: Pupil premium strategy plan

Statement of intent

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 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. This includes more-able children.

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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oracy, language, and fluency skills continue to prove a barrier – this includes higher ability pupils. This translates into limited vocabulary in key stage 2 writing, where the attitude and attainment of PPG children to writing is variable. In addition, they commonly have a language deficit compared to other children.
2	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.
3	Analysis shows pupils in the PPG group (particularly girls) 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 – these impact on KS2 attainment in maths.

4	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.
5	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.
6	PPG children do not have access as readily to external cultural capital opportunities. These are to be maximised and provided by school through visits to other establishments, exceptional experiences, and enrichment both within and outside the school day.

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
Key leader to promote fluency and oracy and drive its development as a key strategy across the school. Opportunities for oracy will be maximised across the curriculum. Continue to build the range of strategies applied in the classroom to promote oracy – for example discussion guidelines and sentence stems. Develop further approaches which expose pupils to more challenging texts and implement regular time for debate and performance to build on the work in oracy and promote speaking and listening.	- Oracy and fluency are key features 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 and fluency are being developed and oracy is being used as a tool to promote learning in a range of spheres. Oracy and fluency become embedded as core strategies and underpins the development of higher order thinking skills through strategies such as metacognition – this has a disproportionately strong impact on PPG children
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. 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. Clear initiatives to promote fluency are to be implemented. Clear and consistent rewards to promote reading explicitly to be put in place. This to be backed up by clear benchmarks and ambitious expectations of progress. Develop the school environment as a driver to promote reading for example through – - Developing the school library as a hub for reading within the school - Promoting books and authors explicitly through display and environments	- The vast majority of children (95%+) (including PPG pupils) to be able to blend effectively on entering KS1 (RWinc Green +). - 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. - 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 (NGRT 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.

Creating promotional initiatives such as 'books to read in year...' programmes alongside positive rewards for regular reading. Author visits/book weeks explicitly promote a love of reading	• The vast majority of pupils (95%+) (including PPG pupils) achieve a scaled score of 100+ in the end of KS2 assessments. • The teaching environment exudes the importance of reading and books are explicitly and implicitly promoted throughout the school. A reading corner is present in every classroom and well promoted. • 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, including those in the '25 books per year group' strategy.
Continue to develop a clearly structured, broad and balanced curriculum which builds in opportunities to address the deficits in experience which PPG/ Disadvantaged pupils may face in comparison to their non-PPG peers Develop and ensure hardware is provided where required to ensure technology is not a barrier to PPG children and others. This is done through purchase of laptops and iPads to be specifically used to ensure technology is accessed.	• 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. • Curriculum Guarantees (MLHA Passport) 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.
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. 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. 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.	• 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. • Ensure that the vast majority of children (95%+), including PPG children, demonstrate a high level of conceptual understanding and fluency in maths in general. • 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).
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. 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. Employment of new pastoral lead to ensure pastoral sessions on a 1:1 basis take place alongside bespoke interventions.	• The vast majority of PPG children (95%+) are accessing learning in line with peers and additional intervention is unnecessary. • Pupils, including those in receipt of PPG, with specific SEMH or learning difficulties have their needs identified early and addressed through in school support.

Ensure that existing consistent approaches to dealing with attendance are developed and refined to have the maximum impact possible. 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. Increase the range of extra-curricular activities available to all pupils, including PPG pupils. This will take the form of a completely revised 'Enrichment' strategy. Ensure hardware is in place to ensure curriculum access. This is also to be used for homework and other projects. Named PPG coordinator in place and given time to ensure opportunities for PPG pupils are maximised and monitor progress.	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. • All PPG children are involved in at least one extracurricular activity throughout the year. • The remote learning offer is in place and communicated to parents. • PPG children and other children access the remote learning offer • Breadth and balance of the curriculum is maintained for PPG children compared to non-PPG children. • A diverse range of inspirational speakers will have engaged with individual year groups and / or whole school every half term.
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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: £27,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency opportunities in reading to be raised in profile. Fluency skills to be maximised primarily for pupil premium children, including visits to grammar hub and performances. Reading leader responsible for developing the profile and regularity and organisation of fluency and oracy, along with the development and implementation of fluency through the reading strategy in school. This to include: CPD for staff on fluency through the 'science of reading' approach (Doug Lemov) to take place through the academic year. Monitoring and development of fluency techniques – staff to be released for this to coach others. Organisation of resources to ensure that fluency is supported with the greatest impact possible. New text materials bought and used widely to ensure fluency is well matched and challenges high achieving pupils. Ample opportunities given to perform these texts with links to writing. Implementation of structured programmes of	• FFT data lab research reports show the median fluency by age for pupils is at 120 words per minute for non-disadvantaged pupils and 106 words per minute for disadvantaged pupils by age 11. • EEF research shows that while fluency 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. • Fluency strategies are shown to have a consistently high impact in EEF research.	1,2

CPD to further develop the provision for fluency and links to vocabulary across school. Staff released to organise literary festival and choral speaking events to occur to raise the profile of fluency. CPD in autumn and spring terms for staff around vocabulary, linked to Doug Lemov's 'science of reading' approach.		
Continue to develop the role of reading leader further (TLR). To be responsible for the organisation and promotion of early reading, this to include: Replacement of scheme books to ensure clarity and improve resource for Read Write Inc. Monitoring and development of good practice in phonics through Read Write Inc development days and regular coaching. Training for new early reading lead teacher and interim lead. Organisation and purchase of other high-quality reading resources to ensure that children's development as readers is supported with the greatest impact possible Allocation of reading (phonic) catch up intervention programmes to ensure that children who fall behind in early reading catch up by the end of KS1. 100 books to read before you leave KS2 to continue and reward children who read regularly and for pleasure. Vending machine books to be bought as part of the reward system to	• 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. • The national literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education. • 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 a coherent strategy to promote reading for pleasure.	1,2,4

encourage reading for pleasure.		
CPD provision time is utilised through the Walkthrus, Teach Like A Champion and IRIS approach, with a focus on writing. This will enable teachers to identify areas for development in their own practice and strategies for improvement to raise the quality of overall provision. Continued time for IRIS feedback and self-improvement for teachers will be high profile this year to improve provision still further.	• EEF and Warwick University research clearly proves that quality CPD for teachers heightens awareness of strengths and areas for development. • IRIS and Walkthrus are a proven, effective tool for CPD.	1,2,3,4
Leaders given designated time across school to complete and discuss include 'Fast 5' (accelerated progress children). This will track vulnerabilities and match this against attainment and need.	• EEF guide to Pupil Premium (Step 1) is clear that diagnosing pupils' needs is crucial factor in ensuring support is tailored correctly. This uses a wide range of internal data and information.	1,2,3,4

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

Budgeted cost: £36,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups to be utilised across year groups around ability. Individually tailored teacher or TA led small group interventions continue to enable pupils who have not made sufficient progress to make accelerated progress and catch up with or exceed expectations. Pastoral sessions and well-being interventions to continue from Sep 2025. These will be increased in variety and regularity to meet rising	• EEF research shows that rapid intervention (split inputs during sessions or immediate triage intervention) has a significant impact on closing gaps.	4

SEMH need in disadvantaged children. Interventions will take place on a regular basis and will target those areas in which children have misconceptions in order to address gaps and enable children to progress. Triage sessions to address misconceptions and prepare targeted vulnerable pupils for learning. These to take place daily as required. Interventions around reading (including early reading – phonics 1:1 sessions) to take place in KS1 and KS2 (YARC assess bottom 20%)	The EEF additionally highlights the role of targeted, immediate intervention to build understanding.	1,2,3,4
Speech and language sessions in place (including PPG children). This includes group work to develop communication skills.	Pupils who participate in oral language interventions make (on average) 5 months additional progress over the course of a year. Some studies show PPG children can benefit up to 6 months progress.	1
Continued use of the specific interventions across KS2. This will continue to target PPG pupils in KS2 who have been assessed as needing catch up work from the previous year. Years 5 and 6 targeted the most in English and maths with a particular focus on maths and writing.	- School assessment data clearly shows that current Y6 engaged less in remote learning through Covid and therefore have more need for catch up. - Assessments show number skills and writing as the main weaknesses – therefore the targets for the interventions.	1,2,3,4
Daily, high quality support for phonics taught by trained staff. Extra phonics in reception – speed sounds daily from reception to Y3 for those children who need it. Bottom 20% of children identified and targeted for intervention in phonics by teachers.	- EEF evidence clearly shows the impact that targeted academic support has. - Targeting skilled teachers at the lowest 20% of children is proven to be effective at raising standards.	1,2
Ensure that all children including PPG children leave the early years of maths development (EYFS-	EEF research highlights the importance of building strong conceptual understanding of basic concepts as the root of	

Y1) with strong understanding of basic concepts – this to be reinforced through targeted individual intervention. 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. Ensure that all children, including PPG children are fluent in their recall of the times tables through the use of high-quality online learning and intervention both in and outside of school. Number Sense purchased and embedded within KS2 to improve arithmetic recall.	mathematical success further on in education. The EEF additionally highlights the role of targeted, immediate intervention to build understanding in maths	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff across school to be trained in trauma informed practice – a tool to support understanding the behaviour of children and how to address it.	This approach is proven to strengthen a supportive and safe environment for pupils.	1,2,3,4,5
Enrichment clubs to continue – PPG children are prioritised for places on a first come, first served basis..	Children provided with more breadth of opportunities to develop skills through extra-curricular work are more likely to use these in future careers.	5,6
Subsidised visits (50% after deposit) to ensure PPG children experience the same cultural capital as non-PPG children.	No child should miss out on experiences due to disadvantage. Many trips planned during the year including residentials in Y5 and Y6.	6

Use of MAST (mental health services) as part of the Trust. Work undertaken with 'With Me In Mind' Service 2 more staff to be trained on Youth Mental Health First Aid.	Children's increasing mental health needs (due to Covid isolation or otherwise) require trained counselling. MAST and With Me In Mind provides this and is a proven strategy to improving engagement in school and improving children's mental health.	1,2,3,4,5
Participate in 'Better Learners, Better Workers' initiative for 2025-26. This is for PPG children only and is designed to increase aspiration in the world of work.	Research proves that participation in the scheme is proven to have a positive impact on other academic areas and raise knowledge and aspiration for secondary school.	1,2,4
Breakfast Club to continue in a newly extended form (from 7.40-8.40) – every child has access to a breakfast if they need one and to improve attendance.	Research is clear children learn and attend school better if they feel nurtured, welcomed and have eaten properly before school begins.	5
Magazine subscriptions for PPG children (and then beyond) to boost learning and interest in the arts and science.	Promotion of literacy and the arts is proven to boost attainment in other subjects (EEF research).	1,2,3,4
Pastoral lead to work proactively with parents to promote attendance in school and address persistent absence. Ringfenced time given to do this, including home visits where necessary. Attendance rewards revised to include vouchers, teddies and stars in planners as extra incentive to achieve 100% attendance.	There are many clear, proven links that state better communication between parents and school increases attendance, which then increases attainment.	1,2,3,4,5

Total budgeted cost: £84,840

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 2024 to 2025 academic year.

In 2024-25 end of KS2 data 73% of disadvantaged children (14 in the cohort) achieved age related expectations in reading and 20% achieved greater depth, this is broadly in line from the previous year's data for the expected standard, but a marked improvement from 2024 in the greater depth band.

In the same cohort 57% of disadvantaged children achieved age related teacher assessments in writing, a decrease from the previous year. More actions around writing and vocabulary in particular are required and are planned in this document for the forthcoming year.

60% of disadvantaged children achieved age related expectations in maths and 13% achieved greater depth, this is in line with last year's outcomes.

33% of disadvantaged pupils achieved the combined age-related expectations of English, writing and maths, this is a slight decrease from last year.

Progress in KS1 for disadvantaged children in KS1 was in line with last year in reading and maths, but less so in writing. 50% of disadvantaged children (6 in the cohort) reached the expected standard in reading, 33% in writing, which is a decrease on last year and 50% in maths, broadly in line with last year. 92% reached the phonics standard after retakes.

Non-disadvantaged pupils continue to outperform disadvantaged pupils across school, but the gap has generally lessened in maths and reading but increased slightly in writing in 2025. Some strategies begun in 2025 are beginning to show impact and are being rolled over into 2026. There is a clear focus to look at reading into writing for disadvantaged pupils and the work being undertaken on vocabulary and fluency are key to this. These elements are regularly discussed at pupil progress meetings and provision for disadvantaged pupils tweaked accordingly. This has been instrumental in providing more tailored need and will continue.

PASS survey shows that 99% of disadvantaged children are happy in school and feel well supported in their learning, another survey will be conducted in early 2026 to assess any variations in this figure. Appointment of a designated pastoral worker remains in place, and this has been instrumental in ensuring there is a regular, timetabled and reactive commitment to ensuring the SEMH need for disadvantaged pupils is met and continues for those pupils who need it most.

Speech and language provision remains instrumental in ensuring a small group of disadvantaged children have improved their access to learning and aided them to pass their phonics screening check.

CPD opportunities for staff continue – these include whole school trauma informed training to be carried out in 2025-26. Thrive training was completed in 2024-25 and used effectively with individual disadvantaged children as Boxall profiles show improvement. Youth mental health first aid training was carried out and will continue through 2025-26. Work with 'With Me In Mind' specifically targeting vulnerable children has improved wellbeing and children's perceptions of learning.

Disadvantaged children continue to regularly attend MAST sessions, and this has been instrumental in ensuring their mental health is prioritised and aided in a practical way.

SENDCo has allocated time to meet with families of disadvantaged children and discuss needs accordingly. This continues to impact communication and progress positively.

Pupil premium lead in school regularly meets with link governor to discuss progress.

Introduction of zones of regulation has aided disadvantaged pupils positively in engaging with their emotions. This success has caused the strategy to be rolled out across all classes in 2024-2025. This is now embedded and continues in 2025-26.

The launch of the Trust's "Attendance Matters" initiative raises the profile of attendance of attendance, introducing rewards and educational programs for both children and parents about why consistent attendance is crucial. More needs to be done around disadvantaged children being late to school, including parental engagement.

Enrichment after school clubs continue to be a huge success and very well attended due to their range of interests and offer to take disadvantaged children first. This will continue in the same format for 2025-26. Subsidisation of costs for visits has also enabled disadvantaged children to attend these and access learning in line with their peers. This has been especially successful on residential visits.

Disadvantaged children are targeted for tutoring; this had some success in reading and maths last year but was less effective in writing. These groups are being started earlier in the academic year 2025-26 with a greater emphasis on reading into writing.

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
Grammarsaurus	Grammarsaurus
Number Sense	Number Sense Maths
Times Tables Rockstars	Maths Circle
Seesaw	Seesaw

Charanga Music	Charanga Music
White Rose Maths	White Rose Maths
NFER assessments	NFER
Read, Write, Inc	Oxford University Press
Spelling Shed	Education Shed
Historical Association	Historical Association
Geographical Association	Geographical Association
Clicker 8	Crick Software
Language Angels	Nubridge Publishing Ltd
Pzaz	Pzaz (Primary Science Advisory Service)
Kapow	Kapow Primary
Design Technology Association	Design Technology Association
Oddizzi (Geography)	Oddizzi
Access Art	Access Art
NATRE RE Resources	NATRE
Mr P ICT	Mr P