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	396 (F2-Y6)
Total number of pupils eligible for PPG	42
Amount of PPG received per pupil	£1345
Total amount of PPG received	£56490
Pupil premium lead	Mr Richard Pease
Governor lead	Mrs Debbie Bonewell

Disadvantaged pupil attainment and progress scores for 2019 (no progress measure for 2020)

	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 maintain curriculum breadth and balance or to gain cultural capital through visits to other establishments and other out of school activities due to isolation and pandemic restrictions.	Rate of uptake of after school club provision is lower of PPG pupils. Rate of uptake of remote learning is variable, but low regarding PPG children.

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*	RAG
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.	• 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.	• Oracy becomes embedded as a core strategy and underpins the development of higher order thinking skills through strategies such as metacognition and P4c – this has a disproportionately strong impact of PPG children.	
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.	• 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*	RAG
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.	fluency in reading/a lack of reading experience			• The vast majority (95%) of children (including PPG pupils) to 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.	
		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.	The national literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education.	• 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.	
		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 • Creating promotional initiatives such as 'books to read in year…' programmes	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.	• 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.	

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria 2023	RAG
		• Author visits/book weeks explicitly promote a love of reading		• Pupils display unerringly positive attitudes towards books and reading • Pupils read widely and express preferences about the books they read.	

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 3: Ensure that all children have opportunities to maintain curriculum breadth and balance remotely and maintain cultural capital in school.	**Barrier F –** Children have limited opportunities to maintain curriculum breadth and balance or to gain cultural capital through access to other establishments and access to technology.	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. Some PPG children do not have adequate technology access at home.	• 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 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 to be specifically used to ensure technology is accessed.		• 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. • Remote package and offer in place and used regularly by PPG and other children to access learning. • Hardware is used for those children who need it to be able to access curriculum elements from home.	

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*	*RAG*
Priority 1: Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified.	**Barrier C -** Pupils in the PPG group to have a deficit in place value and mental maths skills	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.	EEF research highlights the importance of building strong conceptual understanding of basic concepts as the root of mathematical success further on in education.

The EEF additionally highlights the role of targeted, immediate intervention to build understanding in maths. | The vast majority of children (95%+)s%+), 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 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 the vast majority of children (95%+), including PPG children, demonstrate a high level of conceptual understanding and fluency in maths.	🟥
		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, develop a high degree of fluency in the recall of times tables by year 4 (Y4 tables check).	🟥
Priority 2: Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning.	**Barrier D -** A significant number of disadvantaged children have barriers and gaps in learning (including from lockdown) which hamper progress and	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.	EEF research shows that rapid intervention (split inputs during sessions or immediate triage intervention) has a significant impact on closing gaps.	The vast majority of PPG children (95%+)are accessing learning in line with peers and additional intervention is unnecessary.	🟥
		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.	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)	Pupils, including those in receipt of PPG, with specific SEMH or learning difficulties have their needs identified early and addressed through in school support.	🟧

	impact on learning behaviours.	Ensure rapid assessment of need is put in place on return to school to ascertain gaps in knowledge and act upon them.	Use of individuals (including volunteers) to provide tailored support to children including PPG children where required.	Gap analysis completed and gaps in knowledge identified – recovery plans in place.	🟧

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. 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.	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.	🟧
Priority 2: Ensure that pupils, including PPG pupils, have access to a wide range of extra-curricular opportunities and a remote learning package.	**Barrier F –** Children have limited opportunities to maintain curriculum breadth and balance or to gain cultural capital through visits to other establishments and other out of school	Increase the range of extra-curricular activities available to all pupils, including PPG pupils. Ensure hardware is in place to ensure curriculum access. This is also to be used for homework and other projects	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. PPG children accessed remote learning with access to better	• 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.	🟥

	activities due to isolation and pandemic restrictions.		technology over the lockdown period.– this is to be re-subscribed.	

Detailed plans and costings 2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1						
Priority	**Chosen action / approach**	**Estimated Impact**	**How will you ensure it is implemented well?**	**Cost**	**When will you review implementation?**	**RAG**
Priority 1: Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children	Develop the role of Oracy leader responsible for the organisation and promotion of Oracy and the development and implementation of the oracy framework and strategy across schools, this to include: • Monitoring and development of good practice in oracy • Organisation of resources to ensure that children's oracy development is supported with the greatest impact possible • Implementation of structured programmes of CPD to further develop the provision for oracy across school • Coaching model around oracy is introduced fully and embedded.	• Oracy framework fully embedded. • Improved outcomes for PPG children. • Oracy evident in every classroom and children using discussion guidelines with increasing independence. • Careful monitoring has ensured staff CPD is well –tailored and staff are knowledgeable in developing oracy in the classroom.	• Clear and realistic action plan from new oracy lead. • Tailored CPD for staff to ensure clarity and implementation. • New English driver team to work with lead to develop and monitor oracy.	Training costs and coordinator time £587 20 hours coordinator time £1200 training	Nov 2021	

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Priority 2: Ensure that children, including 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.	Develop the role of reading leader responsible for the organisation and promotion of early reading, this to include: • Monitoring and development of good practice in phonics • Organisation of 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. • Library to be refurbished and updated to foster a love of reading. • 100 books to read before you leave KS2 to continue and reward children who read regularly and for pleasure. • Books to be bought to encourage reading for pleasure. • Fluency groups added to ensure reading misconceptions are picked up sooner.	• Phonics outcomes improve for all including PPG children. • Monitoring of phonics is robust and RWI groups regularly reviewed and tailored to needs. • Reading resources are organised and well-matched to pupils' needs.	• Tailored CPD for reading leader • Phonics monitoring with regular summaries is actioned • Phonics groups are regularly reviewed and changed to optimise provision.	Cover and training costs Reading leader: £540 (120hours) Phonics lead: £921 (30 hours) Phonics subscriptions £1210 TA reading intervention: £15200	Nov 2021	

				Books budget: £9500		

| **Priority 3:** Ensure that PPG children have access to remote learning when not able to access school and ensure cultural capital is maintained albeit in a virtual context. | Ensure the curriculum is maintained to all children when access to school is not available or children are in self-isolation. Cultural capital is to be maintained through careful planning and use of resources from existing establishments.
• Subscriptions to virtual tours and to cultural establishments to be set up to enable remote training and learning.
• Planning is to ensure cultural capital is considered within the classroom and is clear in topics chosen across key stages.
• Ensure appropriate hardware is available to children who do not have current access to it. | • Children's breadth of experiences is more varied and provides depth of knowledge.
• Cultural links across subjects are established and this enhances children's knowledge of the world.
• Teachers are focused on ensuring cultural capital is high profile.
• All children can access the remote learning offer – PPG and non-PPG. Laptops will be available | • Monitoring to ensure cultural capital as an explicit part of the planning process.
• Curriculum leader raises the profile of cultural capital.
• Cultural capital is regularly assessed through driver group and internal systems. | Costs for subscriptions & training

£2130

Curriculum leader time

£ 709 (20 hours)

Hardware | Nov 2021 | |

		and maintained for use.		and mainte nance: £ 1285 (4 laptop s) ICT leader time: £638 (20 hours)	
PROJECTED SPENDING				£33920	

Tier 2	

Priority	Chosen action / approach	Estimated Impact	How will you ensure it is implemented well?	Cost	When will you review implementation?	RAG
Priority 1: Ensure that all children build strong mental maths skills with gaps being consistently tar-geted when they are identified.	Ensure arithmetic is high priority and taught daily with triage for any children (including PPG children) who misunderstand or fall behind. • Links are explicitly made to arithmetic and its use to solve reasoning problems across the curriculum. • Rapid paced approach to mental maths is continued from last year. • Focus on rapid recall of times tables and links into other areas of the maths curriculum.	• Mental maths is taught daily and at pace in every classroom in KS1 and KS2. • Arithmetic skills and outcomes improve across school. • Y4 tables test shows positive outcomes. • Pupils are consistently utilising good arithmetic to solve reasoning problems.	• Maths co-ordinator to monitor and ensure clarity of approach. • Drop-ins from senior leaders focus on arithmetic into reasoning. • Work scrutinies focus on arithmetic into reasoning.	Maths co-ordinat or time: £496 (15 hours) TA time for triage: £11248	Nov 2021	
Priority 2: Ensure that a struc-tured individualised programme of inter-vention is in place, ad-dressing individual bar-riers to attainment and gaps in learning.	• Individually tailored teacher or TA led interventions will be put in place 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 in place from Sep 2020. • Interventions will take place on a regular basis and will target those areas in which children have miscon-ceptions in order to address gaps and enable chil-dren to progress. • Triage sessions to address misconceptions and pre-pare targeted vulnerable pupils for learning. These to take place daily as required.	• High proportions of disadvantaged pupils (90%+) who have no additional barriers make accelerated progress and are on track to attain ARE+ by Sum 2020 • Interventions are targeted precisely at	• Provision map shows targeted interventions and is monitored and adjusted according to need.	Bespok e interve ntion progra mmes and Ta time:	Nov 2021	

• Interventions around reading fluency to take place in KS2.	need and work vertically through school. • Triage is regular and impact is seen in work scrutinies.	• TAs and teachers are well briefed and trained • Provide interventions across year groups rather than many groups in one year.	£3240	
PROJECTED SPENDING			£14984	

Tier 3						
Priority	**Chosen action / approach**	**Estimated Impact**	**How will you ensure it is implemented well?**	**Cost**	**When will you review implementation?**	**RAG**

Priority 1: To ensure the rate of persistent absence within the PPG cohort falls	• Consistent approaches to dealing with attendance - this includes dedicated attendance officer time and highly structured approach to following up attendance (text, call, visit). • Significant issues remain with the proportion of absence within the PPG group which is through holidays taken in term time. A combination of information about the link between attainment and attendance and a zero-tolerance approach to holidays will be taken. • Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.	• Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs. • Frequency of holidays in term time for PPG children falls and is coming in line with rest of cohort. • Percentage of disadvantaged children classified as persistently absent falls to be in line or close to rest of cohort.	• Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors • Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance	Proportional costs of Attendance officer -£ 3940 (5hours per week)	Nov 2021	

Priority 2:
Ensure that pupils, including PPG pupils, have access to a wide range of extra-curricular opportunities
	• Continued development of the curriculum in school to broaden the experiences of children (including PPG children) and provide regular opportunities to enrich learning in extra-curricular activities, this to include:
	  • Organising and implementing trips to organisations and establishments to enrich opportunities.
	  • Broadening extra-curricular activities in school which include, but are not exclusively sport related (e.g -chess, art, drama etc)
	  • Continue to work with external PE provider to provide high quality extra-curricular sporting activities.
	  • Ensure local and national events are attended where required to enhance extra-curricular skills.
		• Range of extra-curricular activities is increased when available.
		
		• Opportunities for extra-curricular activities other than sport are increased.
			• Monitor activities and look for inter-developmental skills to use across the curriculum.
			
			• Extra-curricular events are high profile in
				£3646
				
				available for subscriptions when extra curricular activities can
					Nov 2021	

		Covid-19 dependent: • £3646 is currently in costings for this – this will be used for extra curricular activities when they are safe to recommence in school. • Use of the historical association (and other associations), charanga, Picture This and other paid subscriptions will be used and subscribed to to ensure extra curricular work is undertaken virtually.		school and with parents – parental questionnaire shows improvement (currently 6% want more oppotrunities)	recom mence .		
PROJECTED SPENDING					£7586		

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