



**Maltby**  
Lilly Hall Academy

## PUPIL PREMIUM STATEMENT

2019-2022

(2019-20 review)

## School overview

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	395 (F2-Y6)
Total number of pupils eligible for PPG	36
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	£47520
<b>Pupil premium lead</b>	Mr Richard Pease
<b>Governor lead</b>	Mrs Debbie Bonewell

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

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

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>		<b>Evidence for Barrier</b>
<b>In-school barriers</b>		
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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
<b>External barriers</b>		
<b>E.</b>	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
<b>F.</b>	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	RAG
<b>Priority 1:</b> Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children	<b>Barrier A –</b> 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"> <li>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.</li> <li>Innovative approaches to oracy are being developed and oracy is being used as a tool to promote learning in a range of spheres.</li> </ul>	
		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.	<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Priority 2:</b> Ensure that children, including	<b>Barrier B -</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"> <li>The vast majority of children (95%+) (including PPG pupils) to be able to blend effectively on entering KS1 (RWinc Green +).</li> </ul>	

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
<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"> <li>The vast majority (95%) of children (including PPG pupils) to be able to decode effectively by the end of year 1 (RWInc Grey +).</li> <li>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.</li> </ul>	
		<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"> <li>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.</li> <li>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+)</li> <li>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.</li> <li>The vast majority of pupils (95%+) (including PPG pupils) achieve a scaled score of 100+ in the end of KS assessments.</li> </ul>	
		<p>Develop the school environment as a driver to promote reading for example through –</p> <ul style="list-style-type: none"> <li>Developing the school library as a hub for reading within the school</li> <li>Promoting books and authors explicitly through display and environments</li> <li>Creating promotional initiatives such as 'books to read in year...' programmes</li> </ul>	<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 a coherent strategy to promote reading for pleasure.</p>	<ul style="list-style-type: none"> <li>The teaching environment exudes the importance of reading and books are explicitly and implicitly promoted throughout the school.</li> <li>The school library is developed into a key space within the school and is seen as the heart of the reading journey by pupils.</li> <li>A wide range of initiatives promote books and reading – these are continually updated and revisited to maintain momentum.</li> </ul>	

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
		<ul style="list-style-type: none"> <li>Author visits/book weeks explicitly promote a love of reading</li> </ul>		<ul style="list-style-type: none"> <li>Pupils display unerringly positive attitudes towards books and reading</li> <li>Pupils read widely and express preferences about the books they read.</li> </ul>	

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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	
<b>Priority 3:</b> Ensure that all children have opportunities to build cultural capital through the provision of a range of curriculum experiences.	<b>Barrier F -</b> 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"> <li>The school's curriculum offer includes a wide range of experiences which enrich and broaden the children's thinking</li> <li>All PPG/Disadvantaged children have the opportunity to experience the school curriculum on an equal basis with non-disadvantaged pupils.</li> </ul>	
		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"> <li>Curriculum Guarantees in place and clearly understood by all stakeholders</li> <li>Records show that the vast majority of PPG pupils (95%+) are accessing the breadth of experiences included in the guarantees.</li> <li>All PPG children are accessing a residential visit during their time at Maltby Lilly Hall Academy.</li> </ul>	

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
<b>Priority 1:</b> Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified.	<b>Barrier C -</b> 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.	Red
		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).	
<b>Priority 2:</b> Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning.	<b>Barrier D -</b> A significant number of disadvantaged children have barriers and gaps in learning which hamper progress and impact on	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.	Red
		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)	



	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	
<b>Priority 1:</b> To ensure the rate of persistent absence within the PPG cohort falls	<b>Barrier E:</b> 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.			
<b>Priority 2:</b> Ensure that pupils, including PPG pupils, have access to a wide range of extra-curricular opportunities	<b>Barrier F -</b> 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"> <li>All PPG children are involved in at least one extra-curricular activity throughout the year.</li> </ul>	

## Detailed plans and costings 2019-20

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
<p><b>Priority 1:</b> Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children</p>	<p>Implement training and CPD for the role of oracy lead.</p> <ul style="list-style-type: none"> <li>• Introduce oracy framework and raise the profile of oracy in the classroom.</li> <li>• Purchase resources to ensure that children's oracy development is a priority across the curriculum.</li> <li>• Design and deliver CPD to further develop the provision for oracy across school</li> <li>• Ensure a display is in each classroom designated to oracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy framework in place and staff know expectations.</li> <li>• Improved outcomes for PPG children.</li> <li>• Oracy high profile through school and children use discussion guidelines.</li> <li>• Monitoring of oracy is begun and is a regular part of drop-ins.</li> </ul>	<ul style="list-style-type: none"> <li>• Action plan in place</li> <li>• CPD delivered (x3) over first 2 terms.</li> <li>• New English English driver group to be developed to drive oracy.</li> </ul>	<p>Training costs £2000</p>	<p>Nov 2020</p>	

<p><b>Priority 2:</b> 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.</p>	<p>Designate and develop early reading. This includes training for the member of staff in phonics excellence to develop the role to include:</p> <ul style="list-style-type: none"> <li>• Assess and audit current phonics practice.</li> <li>• Ensure all resources are complete and replenished to ensure RWI runs smoothly.</li> <li>• Organise catch up intervention programmes for disadvantaged and other children to ensure that children do not fall behind.</li> <li>• Library to be refurbished and updated to foster a love of reading.</li> <li>• 100 books to read before you leave KS2 to be implemented fully and reward children who read regularly and for pleasure.</li> <li>• Ensure fluency is high profile in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics outcomes improve for all including PPG children.</li> <li>• Monitoring of phonics is robust and RWI groups regularly reviewed and tailored to needs.</li> <li>• Reading resources are organised and well-matched to pupils' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading leader training</li> <li>• Robust system of phonics monitoring in place.</li> <li>• Phonics groups are regularly reviewed and changed to optimise provision.</li> </ul>	<p>Cover and training costs £2000</p>	<p>Nov 2020</p>	
<p><b>Priority 3:</b> Ensure that all children have opportunities to build cultural capital through the provision of a range of curriculum experiences.</p>	<p>Curriculum development in school to continue and be high profile. Opportunities for cultural capital to be broadened. Curriculum intent, implementation and impact to be accessed by all:</p> <ul style="list-style-type: none"> <li>• Cultural capital to be broadened through visits and visitors to school.</li> <li>• Broadening experiences within school (e.g - using historical artefacts and sources, geographical work etc)</li> <li>• Feedback to be taken from schools across the Trust and from moderation processes throughout the term to ensure needs of learners are met on an ongoing basis.</li> <li>• Lessons are more focused on the broader curriculum and the 'guarantees' are evident in the vast majority of classes.</li> </ul> <p>*Rolled over to 2021 statement due to lockdown.</p>	<ul style="list-style-type: none"> <li>• Children's breadth of experiences is more varied and provides depth of knowledge.</li> <li>• Cultural links across subjects are established and this enhances children's knowledge of the world.</li> <li>• Teachers are focused on ensuring cultural capital is high profile.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of planning to ensure cultural capital is ongoing.</li> <li>• Cultural capital is high profile in Trust meetings.</li> </ul>	<p>Costs for trips and training £5000  Curriculum leader time £1000</p>	<p>Nov 2020</p>	
<p><b>PROJECTED SPENDING</b></p>					<p>£10000</p>	

Tier 2						
Priority	Chosen action / approach	Estimated Impact	How will you ensure it is implemented well?	Cost	When will you review implementation?	RAG
<p><b>Priority 1:</b> Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified.</p>	<p>Ensure mental maths is evident in all sessions and linked to a range of mathematical concepts.</p> <ul style="list-style-type: none"> <li>• Times tables rockstars implemented fully and used by KS2.</li> <li>• Approach to mental maths modelled by RPe through school.</li> <li>• Mental maths competitions between parallel classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental maths is regular in occurrence.</li> <li>• Arithmetic skills are more prevalent.</li> <li>• Y4 tables test shows positive outcomes.</li> <li>• Pupils' procedural fluency is in line with year group expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring through drop-ins and work scrutinies.</li> <li>• Coaching from RPe – ensuring implementation of techniques and resources.</li> </ul>	<p>Cover and resources</p> <p>£2000</p>	Nov 2020	
<p><b>Priority 2:</b> Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Triage sessions to address misconceptions and prepare targeted vulnerable pupils for learning. These to take place daily as required.</li> </ul>	<ul style="list-style-type: none"> <li>• High proportions of disadvantaged pupils (90%+) who have no additional barriers make accelerated progress and are on track to attain ARE+ by Sum 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Provision map shows targeted interventions and is monitored and adjusted according to need.</li> </ul>	<p>TA costs</p> <p>£11480</p>	Nov 2020	

	<p>*Ongoing action – rolled over to 2021 statement</p>	<ul style="list-style-type: none"> <li>• Interventions are targeted precisely at need and work vertically through school.</li> <li>• Triage is regular and impact is seen in work scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• TAs and teachers are well briefed and trained</li> <li>• Provide interventions across year groups rather than many groups in one year.</li> </ul>	<p>Bespoke intervention programmes £2000</p>		
<b>PROJECTED SPENDING</b>					£15480	

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Tier 3						
Priority	Chosen action / approach	Estimated Impact	How will you ensure it is implemented well?	Cost	When will you review implementation?	RAG
<p><b>Priority 1:</b> To ensure the rate of persistent absence within the PPG cohort falls</p>	<ul style="list-style-type: none"> <li>Dedicated attendance officer appointed to work with Trust attendance officer on a regular basis.</li> <li>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.</li> <li>Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.</li> </ul> <p>*Attendance monitoring disrupted due to pandemic – rolled over to 2021 statement.</p>	<ul style="list-style-type: none"> <li>Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs.</li> <li>Frequency of holidays in term time for PPG children falls and is coming in line with rest of cohort.</li> <li>Percentage of disadvantaged children classified as persistently absent falls to be in line or close to rest of cohort.</li> </ul>	<ul style="list-style-type: none"> <li>Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors</li> <li>Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance</li> </ul>	Proportional costs of Attendance officer - £5,000	Nov 2020	

<p><b>Priority 2:</b> Ensure that pupils, including PPG pupils, have access to a wide range of extra-curricular opportunities</p>	<ul style="list-style-type: none"> <li>• In conjunction with cultural capital where possible, children (including PPG children) will have regular opportunity to participate in extra-curricular activities and attendance monitored. <ul style="list-style-type: none"> <li>• Organising and implementing trips to organisations and establishments to enrich opportunities.</li> <li>• Broadening extra-curricular activities in school which include, but are not exclusively sport related (e.g -chess, art, drama etc)</li> <li>• Continue to work with external PE provider to provide high quality extra-curricular sporting activities.</li> <li>• Ensure local and national events are attended where required to enhance extra-curricular skills.</li> </ul> </li> </ul> <p>*Extra-curricular activities curtailed due to pandemic – rolled over into 2021 statement.</p>	<ul style="list-style-type: none"> <li>• Range of extra-curricular activities is increased throughout 2019-20</li> <li>• Opportunities for extra-curricular activities other than sport are increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor activities and look for inter-developmental skills to use across the curriculum.</li> <li>• Extra-curricular events are high profile in school.</li> </ul>	<p>External PE provider £17000</p>	<p>Nov 2020</p>	
<p><b>PROJECTED SPENDING</b></p>					<p>£22000</p>	