



Maltby
Lilly Hall Academy

Pupil Premium Strategy Statement

2021-2022

MALTBY LILLY HALL ACADEMY

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	403 (442 including Nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	October 2022
Statement authorised by	R. Pease (Principal)
Pupil premium lead	R. Pease (Principal)
Governor / Trustee lead	K. Leahy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,320 (57 pupils)
Recovery premium funding allocation this academic year	£8,555
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	£83,875

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	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.
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 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.

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.

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
<p>Identify a named key leader to promote oracy and drive its development as a key strategy across the school.</p> <p>Continue to build the range of strategies applied in the classroom to promote oracy – for example discussion guidelines and sentence stems.</p> <p>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.</p>	<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.
<p>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.</p> <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>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 <p>Author visits/book weeks explicitly promote a love of reading</p>	<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 +). 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 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. 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.

	<ul style="list-style-type: none"> • Pupils display positive attitudes towards books and reading • Pupils read widely and express preferences about the books they read.
<p>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.</p> <p>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.</p>	<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-d 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 where required. • Opportunities are given to ensure tuition for catch up is targeted at PPG children in core subjects. • Hardware is used for those children who need it to be able to access curriculum elements from home. •

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: £21,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to 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:</p> <ul style="list-style-type: none"> • 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 <p>Coaching model around oracy is introduced fully and embedded.</p>	<ul style="list-style-type: none"> • 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. • 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. 	<p>1,2,4</p>
<p>Continue to develop the role of reading leader responsible for the organisation and promotion of early reading, this to include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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>1,2,4</p>

<ul style="list-style-type: none"> • 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. <p>Fluency groups added to ensure reading misconceptions are picked up sooner.</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>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 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>	<ul style="list-style-type: none"> • 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 	3
<p>Ensure there is provision of quality CPD through the Walkthrus approach. This will enable teachers to identify areas for development in their own practice and strategies for improvement to raise the quality of overall provision.</p>	<ul style="list-style-type: none"> • EEF and Warwick University research clearly proves that quality CPD for teachers heightens awareness of strengths and areas for development. • Walkthrus are a proven, effective tool for CPD. 	1,2,3,4

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

Budgeted cost: £32,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <ul style="list-style-type: none"> • Pastoral sessions and well-being interventions to continue from Sep 2021. • 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 fluency to take place in KS2. 	<ul style="list-style-type: none"> • EEF research shows that rapid intervention (split inputs during sessions or immediate triage intervention) has a significant impact on closing gaps. • The EEF additionally highlights the role of targeted, immediate intervention to build understanding. 	<p>1,2,3,4</p>
<ul style="list-style-type: none"> • Speech and language sessions in place (including PPG children). This includes group work to develop communication skills. 	<ul style="list-style-type: none"> • 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. 	
<p>Continued use of the National Tutoring Programme</p> <p>This will mainly target PPG pupils in KS2 who have been assessed as needing catch up work from the previous year.</p> <p>Years 3 and 4 targeted the most in English and maths with a particular focus on number and writing.</p>	<ul style="list-style-type: none"> • School assessment data clearly shows that Y3 and Y4 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. 	<p>1,2,3,4</p>

Daily, high quality support for phonics taught by trained staff. Bottom 20% of children identified and targeted for intervention by teachers.	<ul style="list-style-type: none"> • 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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Thrive – a tool to support the social and emotional development of PPG children and others who require this.	Evidence from other institutions suggests this approach improves attendance and achievement levels by helping young people engage with education. This approach is proven to strengthen links with parents and carers to offer a joined-up approach to supporting children's emotional and social needs.	1,2,3,4,5
Subsidised visits 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 residential in Y5 and Y6.	1,2,3,4,5
Use of MAST (mental health services) as part of the Trust.	Children's increasing mental health needs (due to Covid isolation or otherwise) require trained counselling. MAST provides this and is a proven strategy to improving engagement in school.	1,2,3,4,5
Music services – ukuleles for children in school.	EEF research proves that participation in the arts is proven to have a positive impact on other academic areas, about 3 months additional progress.	1,2,4
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.	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: £83,875

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 2020 to 2021 academic year.

In 2020-21 end of KS2 data 54% of disadvantaged children achieved age related expectations in reading, this is an increase of 4% from the previous year's teacher assessment.

In the same cohort 54% of disadvantaged children achieved age related teacher assessments in writing, a decrease of 20% from assessments in 2019-20. However, after lockdown, this score was 30% and measures outlined in this plan had significant impact on improvement. The scaled score in writing showed significant improvement in 2020 from 91.8 to 104.

46% of disadvantaged children achieved age related expectations in maths, again the scaled score increase from 2019-2020 rose from 103.3 to 103.8.

78% of disadvantaged children passed the phonics check in 2021, an increase of 12% on 2019-20.

Progress in KS1 for disadvantaged children was good – 75% achieved age related expectations at a combined level in 2020.

Non-disadvantaged pupils continue to outperform disadvantaged pupils across school. This is regularly discussed at pupil progress meetings and provision for disadvantaged pupils tweaked accordingly.

Surveys show that 100% of disadvantaged children are happy in school and feel well supported in their learning. Pastoral work continues and is prioritised for those pupils who need it most.

Speech and language provision is instrumental in ensuring 3 disadvantaged children have improved their access to learning and aided them to pass their phonics screening check.

CPD opportunities for staff have mainly been online, but have been regular and carried out in accordance with the pupil premium strategy.

Remote learning for disadvantaged children is regularly tracked and any child not engaging was contacted or visited at home. This worked successfully in ensuring better progress for these children. Laptops and routers were distributed to families of pupil premium children regularly.

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

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

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

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle
Purple Mash	2 Simple Software
MyEd	MyEd
Charanga Music	Charanga Music
White Rose Maths	White Rose Maths
Inspire Maths	Inspire Maths
Read, Write, Inc	Oxford University Press
EdShed	Education Shed