

## Pupil premium strategy statement 2021-22

What is the purpose of Pupil Premium funding?

Schools receive additional income called the Pupil Premium. This money is allocated by the Government to help schools to support disadvantaged children from low income families and children in care. The amount of additional funding schools receive is based on: the number of children who are entitled to receive free school meals (FSM); the number of children who have been eligible for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and the number of looked after children (CLA).

Nationally, FSM pupils and looked after children achieve less well compared to other students. For example, there is a large gap in the attainment of FSM/CLA pupils and other pupils in terms of the percentage who achieve 5-9 in English and Maths. Pupil Premium money has been given to help schools narrow the gap.

The term 'disadvantaged pupils' is used to refer to only those pupils for whom the pupil premium provides support. In April 2014, eligibility for pupil premium funding was extended for looked after children to those who have been looked after for one day or more and children who were adopted from care or left care under a special guardianship order or a child arrangements order (previously a residence order). The term 'disadvantaged pupils' does not refer to pupils who receive support through the service premium of £300 per pupil.

Pupil Premium funding is allocated as follows. In the 2020-21 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years: £955 for pupils in year 7 to year 11

Schools are free to spend the Pupil Premium as they see fit. However, they are held accountable for how they have used the additional funding. Headteacher's and school governing bodies are accountable for the impact of pupil premium funding in the following ways:

- performance tables, which show the performance of disadvantaged pupils compared with their peers
- requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

1. Summary information					
<b>School</b>	Mascalls Academy				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£178,585	<b>Date of most recent PP Review</b>	Sep 21
<b>Total number of pupils</b>	1227	<b>Number of pupils eligible for PP</b>	187	<b>Date for next internal review of this strategy</b>	Sep 22

2021/22						
	Year 7 KS3	Year 8 KS3	Year 9 KS3	Year 10 KS4	Year 11 KS4	Whole School
PP	37	44	48	36	42	207
Non-PP	155	154	183	190	178	860
	19%	22%	21%	16%	19%	19%

2. Barriers to future attainment (for pupils eligible for PP)
<p>In school barriers:</p> <p>Some students may not be working at an age related level and have conceptual gaps or misconceptions.</p> <p>Some pupils may have limited speech and language skills which can impact upon learning.</p> <p>In some cases, learning skills may need developing, e.g. organisation, commitment, resilience.</p> <p>External barriers:</p> <p>In some cases, consistent attendance and punctuality.</p> <p>In some cases, access to resources, such as books, libraries and life experiences.</p> <p>In some cases, a lack of regular routines including home reading, homework, spelling and having equipment in school.</p>

3. Planned expenditure					
<b>Academic year</b>	2021-22				
The 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.					
i. Whole school ethos of attainment for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improving the professional capital of staff	Cognitive Science training for all staff	Cognitive load theory is a theory of how the human brain learns and stores knowledge. The theory is supported by a large number of RCTs, and has significant implications for teaching practice. Cognitive load research demonstrates that instructional methods are most effective when designed to fit within the known limits of working memory, and therefore strongly supports guided models of instruction. Cognitive load theory offers a range of evidence-based recommendations for educational practice, especially for teaching novice learners in 'technical' subjects such as mathematics, science and technology.	Monitoring completion on Seneca Learning	MKE	Ongoing
	Instructional coaching	Working 1:1 with staff to develop areas of teaching practice specific to them as individuals.	Tracking of the coaching meetings and observations	MKE	Ongoing
<b>Total budgeted cost</b>					£10000

<b>ii. Addressing behaviour and attendance</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance	Immediate attendance response systems	Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. ... A child who averages 80% attendance during their secondary school career effectively misses one whole year of education and significantly reduces their chances of good grades.	Executive summaries Daily and weekly reporting	JBR	Daily, weekly and Semester reports
Appropriate and effective use of behavioural services	Student referral centre and behavioural services	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programmes described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.	Executive summaries Daily and weekly reporting MASF tracking PSP tracking	JBR	Daily, weekly and Semester reports

Promotion of students' mental and emotional well-being.	<p>Healthy minds implementation</p> <p>ELSA – for mental health and well being</p> <p>Mindfulness weekly sessions</p> <p>Mind and body – mental health screening</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that disadvantaged children tend to have weaker non-cognitive skills than their peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.</p>	<p>One hour per week healthy minds session – observations</p> <p>ELSA 12-week programme completion for targeted students</p> <p>Review of Mindfulness and Mind and body sessions - weekly</p>	AHT / JBR	Ongoing monitoring , throughout the semester as appropriate
<b>Total budgeted cost</b>					£30000
<b>iii. High quality teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved pedagogy	Challenge Wheel pedagogy	Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged students the difference between an effective teacher and an ineffective teacher is a whole year's learning.	Observation strategy Professional development programme	MKE	Ongoing, fortnightly
Improved knowledge acquisition	Development of Knowledge Organiser Strategy in all year groups.	For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000).	Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers Reporting of outcomes	AHT	Semesterly reporting

Efficient delivery of content, improved retention	Development of curriculum design	The principle of spaced learning is supported by evidence from two scientific fields, neuroscience and cognitive psychology. The neuroscience literature supports the use of shorter spaces between learning and the cognitive psychology literature supports longer spaces. 'What Makes Great Teaching' by the Sutton Trust tells us that spacing study leads to greater long-term retention; that interleaving leads to better transfer of skills than blocking; that generating responses is more effective than studying; and that pedagogical content knowledge can lead to higher gains.	Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers Reporting of outcomes	SMA	Semesterly
Mastery of mathematical concepts	Development of maths mastery into another year group and for new staff	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	Observations of lessons, recall and retrieval practice. Reporting of outcomes	NME	Semesterly
Digital strategy	Introduction of blended learning for year 7-11	As students in year 7-11 are being provided with a Chromebook we need to ensure these are used in the correct way, and that staff and students can use all the tools and applications available in the best way.	Observations Attendance at staff CPD Completion of google level 1	MKE / MST	Semesterly
<b>Total budgeted cost</b>					£32000

**iv. Meeting individual learning needs**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Accelerated reading age gains	Use of Accelerated Reader	EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.		MKE	Bi annual reporting of scaled scores and reading ages
Improved attitude to learning	PiXL Level Best Strategy	Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.	Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning	MST	Fortnightly updates
Improvements in English, maths crossover and Science outcomes	PiXL Build Strategy	More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours).	Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning	MST	Fortnightly updates
Improved access and research skills for and from online content	Google Read & Write	We believe that regardless of an individual student's ability and aspirations, literacy is an integral part of every young person's learning	Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning	AMO/LLE	Annually



		<p>journey. The ability to read and write with confidence impacts all aspects of a child's academic, social and personal development, from the early years right through to graduation and beyond.</p> <p>Therefore, it is our mission to support students on their personal literacy and learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so, we can unlock everyone's full potential.</p>			
<b>Total budgeted cost</b>					£10000
<b>v. Deploying staff effectively</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Focussed leads within 'barriers' key areas	<b>Specialist leads Attendance Behaviour Teaching &amp; Learning Data &amp; Assessment</b>	One of the most important jobs in a school is the Pupil Premium champion. Leading the management and delivery of provision for Pupil Premium is a key role and every school needs an effective Pupil Premium champion – we will have one in each key barrier	<b>Action plan monitoring against central target setting</b>	<b>LG</b>	<b>Semesterly through executive summaries, observations and weekly reviews.</b>
<b>Total budgeted cost</b>					£95000
<b>vi. Data driven and responding to evidence</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved tracking	<b>4 Matrix</b>	More efficient tracking of student outcomes	<b>Direct observations</b>	WMO	<b>Annually</b>
Improved delivery of individual strategies	<b>Mintclass</b>	Improved strategy information in the hands of classroom teachers, monitorable.	<b>Direct observations</b>	WMO	<b>Annually</b>
Improved feedback for students and parents	<b>Question level analysis and Knowledge Organiser breakdown</b>	Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback	<b>Direct observations</b>	WMO	<b>Annually</b>
<b>Total budgeted cost</b>					£3085
<b>vii. Clear, responsive leadership</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved pedagogy	Challenge Wheel, Curriculum, pedagogy sessions, CPD and lesson observations, clear assessment guidelines	High quality teaching is the most important way to improve the attainment of disadvantaged pupils. Ensuring that pupils from all backgrounds have access to high quality teaching is crucial for social mobility.	Observation structure and related CPD programme for staff	LG	Ongoing

4. Review of Previous Academic Year	
Previous Academic Year	2020-21

Strategy	Expenditure
Cognitive training for all staff	£10000
Addressing behaviour and attendance	£30000
Improved pedagogy; maths mastery, curriculum design, knowledge organisers, challenge wheel training.	£30000
Meeting individual needs; google read and write, accelerated reader, PiXL build, PiXL level best	£10000
Specialist leads in behaviour, data, attendance	£95000
Improved Tracking; 4Matrix, mintclass and question level analysis	£3085
Leadership; improved pedagogy	£0
Total	£178,585

How do our Pupil Premium students perform in relation to the rest of the school cohort?

Impact – as a result of the COVID 19 situation, our last nationally published performance figures are from 2018-19

	EM Threshold		P8	A8	English			Maths			Combined
	4+	5+			7+	5+	4+	7+	5+	4+	Science
	%	%	Score	Score	%	%	%	%	%	%	%
National PP	45%	25%	-0.5	36.7							
Pupil Premium	54.6	24.2	-0.4	39.7	12.1	42.4	57.6	6.1	30.3	69.7	54.55
All students	63.5	37.8	0.03	44.8	15.2	55.3	75.1	8.1	45.7	74.1	60.41

How does Mascalls School monitor the impact of Pupil Premium Funding?

- The school has robust measures in place to track the progress of FSM pupils and CLA and compares this to the rest of the cohort. Evidence of underachievement is rigorously challenged, and interventions put in place to accelerate progress.
- The school monitors absence closely and has a robust and systematic approach to contacting families where there are concerns about attendance.

- The school monitors attendance of families of FSM pupils and CLA at annual reviews, pupil progress meetings and structured conversations.
- Mr M Stamato, Assistant Principal, has overall responsibility for monitoring impact of PPF and meets with the named governor on a termly basis to report back on outcomes.
- Reports on progress of pupils on FSM and CLA are presented to the academy board and Trust Executive on a termly basis. Governors and Academy Directors provide appropriate levels of challenge.
- The impact of Pupil Premium Funding is monitored externally by OFSTED inspections, Challenge Partners Reviews (annually) and by our MAT.