



MASCALLS ACADEMY

Disadvantaged Strategy 2021 – 22

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DISADVANTAGED STRATEGY - LEVEL THE PLAYING FIELD

No student will be disadvantaged regardless of their background

Background information

Total number of PPG: 207 (19% of all students)

Income: £178585

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%

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2021 Headline figures

Overall PP attendance (since schools reopened in March) - 93.28%

	EM Threshold		P8	A8	English			Maths			Combined
	4+	5+			7+	5+	4+	7+	5+	4+	Science
											4+
%	%	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

Mascalls Academy Local context and barriers

Location: Paddock Wood, a small town of approximately 8000 residents known affectionately as ‘the village’ equidistant between Tunbridge Wells and Maidstone (two large towns). There are commuter lines to London and easy access to coastal ports to Europe, however many of our students do not use these opportunities and some are very limited in their experience of the local area.

Student Context: Mascalls Academy is fed by a significant range of over 17 primary schools which vary in size from small set-ups in the outlying villages to the large 3 tier intake at Paddock Wood Primary Academy. Our families come from a wide range of socio-economic backgrounds, with many of our parents having attended Mascalls themselves.

Travel: a large portion of our students travel by bus which means that access to period 6 lessons, rehearsals, etc can be challenging: but with advance notice this is usually achievable. Some of our students travel by train but a significant proportion live within a walking radius of the school.

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

Strategy of support

The graduated strategy of support that is shown below has been structured to ensure our pupil premium provision is both transparent and sustainable. The main mantra underpinning the strategy is LEVEL THE PLAYING FIELD.

In terms of providing an outstanding support package for **ALL** disadvantaged pupils and evidencing the impact. This will include pastoral support, academic achievement, data tracking, extra-curricular activities, improved life experiences, careers advice and guidance.

LEVEL THE PLAYING FIELD - For **ALL** disadvantaged students. What additional things are we doing for the disadvantaged that is above what other students are receiving. What are we doing together to give them a better chance?

*The Universal offer is the basic entitlement that **ALL** Disadvantaged pupils will have access to. If underperformance (Progress) is identified then the pupil will move to subject monitoring. If this is present in a number of subjects then it will progress to HoP/AHoP monitoring.*

Support is monitored [here](#).

Universal Support

(College advisors will mentor students that need additional support [under achieving] in English, Maths or 2 or more Ebacc subjects)

- Implement seating plan
- Advisor support
- High priority for **ALL** staff
- Regular contact home
- Enhanced CIAEG opportunities
- Semesterly progress meeting
- Effectively differentiated for
- Pupil Premium Promise



Subject monitoring

(Subject team intervention when student is under performing by 2 or more levels/scores/grades)

- Discussion with student (Learning barriers)
- Class teacher to call home
- Access/use T&L assessment strategies
- Set short term targets (3 weekly check)
- Specifically planned and Differentiated for
- Adjust seating plan



College monitoring

(The college pastoral leadership team will mentor students that need additional support [under achieving] in 5 or more subjects)

- Parent meeting held
- Parents informed of escalation
- Check in with student (every 3 weeks)
- Clear/Explicit Targets Set and monitored

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Directed after school/lunch interventions
Round Robin collected (support process)
Call home every 3 Weeks (Update)

Strategy of support continued

For students with SEN as well they may need targeted interventions. Behaviour infringements could result in a PSP.

Targeted intervention

- Parental meeting
- Anxiety & Emotional Regulation
- Attendance Incentive
- Behaviour Interventions
- Stress management
- Mental Toughness
- Social Communication
- Healthy lifestyle Choices
- Self Esteem and Well-being
- Raising Aspiration
- SEN support

PSP checklist

- Parental meeting at regular intervals
- SLT & SENCO Support
- Personalised timetables
- External Agency Support where necessary**

Pupil premium promise

Year 7

- Read a new book
 - Attend an after school or lunch club at Mascalls
 - Lead a task in advisory time
 - Have an extraordinary experience
 - Learn another language
 - Make a new friend from another primary school
 - Visit your old primary school to talk to Y6 about your experience at secondary school.
 - Opportunity to access a school trip
 - Raise money for a charity
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Year 8

- Attend an after school or lunch club at Mascalls
 - Read a new book
 - Have an extraordinary experience
 - Learn another language
 - Opportunity to access a school trip
 - Learn how to cook and make a family meal at home
 - Say thank you to a teacher that has made a difference to you (Postcards)
 - Raise money for a charity
 - Represent your college in a competition throughout the year
 - Access to a careers related experience
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Year 9

- Attend an after school or lunch club at Mascalls
- Read a new book
- Have an extraordinary experience
- Opportunity to access a school trip
- Say thank you to a teacher that has made a difference to you (Postcards)
- Raise money for a charity
- Participate in a community and or a school project
- Complete one random act of kindness
- Access to a careers related experience
- Attend a GCSE options interview with your parents.

Academic Excellence, Character, Culture

DISADVANTAGED STRATEGY - LEVEL THE PLAYING FIELD

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- Meet the Careers advisor at Mascalls

Pupil premium promise

Year 10

- Attend an after school or lunch club at Mascalls
 - Have an extraordinary Experience
 - Say thank you to a teacher that has made a difference to you (Postcards)
 - Raise money for a charity
 - Attend at least one educational trip
 - Visit a University
 - Access to a careers related experience
 - Participate in a community and or school project
 - Explore potential careers you may be interested in. Devise a plan!
 - Lead an activity during advisory time
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Year 11

- Have an extraordinary experience
 - Say thank you to a teacher that has made a difference to you (Postcards)
 - Watch a Theatre Performance linked to texts studied in English.
 - Attend the Prom
 - Access to a careers related experience
 - Attend a mock interview (employer)
 - Write a CV and have it checked
 - Apply for 6th form, college or apprenticeship.
 - Attend GCSE revision classes after school
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Achieve Social Equality Together

Mascalls academy will do more for some of our children than others in order to create a more level playing field. We recognise that some of our children have minimal experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities.

Year 11 Outcomes Impact

- ★ Our attendance is 2% above the national average of disadvantaged students. We will remain above the national average.
- ★ We are 5% below the national average for persistent absence of disadvantaged students. We will remain below the national average.
- ★ Every disadvantaged student has had at least 1 extraordinary experience this year.
- ★ We are closing the gap to the national average for progress 8 (all pupils). Compared to last year there is a 0.2 increase in P8 and increase of A8 grades to 40.
- ★ There is an increase of 10% achieving grades 9-4 in maths compared to last year.
- ★ There is an increase of 10% achieving grades 9-4 in English compared to last year.
- ★ There is a 0.1 grade increase of progress for the open element.