Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 23 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	Mascalls Academy
Number of pupils in school	1069 (yr7-11)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Mr Monk
Pupil premium lead	Mr Stamato
Governor / Trustee lead	Helena Russell & Andy Puncher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,297.99
Recovery premium funding allocation this academic year	£50, 646
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	£231,943.99

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Mascalls Academy is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged pupils may include:

In school barriers:

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:

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.

At Mascalls Academy our Pupil Premium Funding is used to meet our 5 key objectives:

1. To remove barriers to learning so to ensure Pupil Premium students continue to make progress at least in line with or greater than national measures of expected progress.
2. To accelerate PP student progress and raise attainment to further.
3. To support social and emotional development which enables students to learn.
4. To broaden experiences and widen opportunities for students
5. To ensure secure and well supported transitions, including future destinations

We aim to do this through:

The graduated strategy of support that we use 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Inconsistent progress and attainment between disadvantaged and non disadvantaged students.**
2	**The behaviour and attendance of our disadvantaged students differs to that of our non disadvantaged students. As a result there is a loss in learning.**
3	**Ensuring all disadvantaged students have access to high quality teaching.**
4	**Deploying staff effectively to meet the needs of disadvantaged students**
5	**In general, our disadvantaged students have weaker literacy/oracy skills and are more likely to be word poor in terms of academic word lists**
6	**Ensuring leadership systems are able to respond efficiently to the challenges listed above**

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
Progress Improving the professional capital of staff Accelerated reading age gains Improvement in staff pedagogy and student knowledge acquisition Development of academy digital strategy.	Completion of Cognitive Science on Seneca Learning. Increasing student reading ages Staff lesson observations show lessons are either good or better Students' KO scores of our disadvantaged students are inline with non disadvantaged students. Completion of google level 1
Exclusions Appropriate and effective use of behavioural services	Reduction of suspensions for our disadvantaged students
Attendance Improve attendance of our disadvantaged students	Attendance figures of our disadvantaged students to be in line with non disadvantaged students. Attendance team to work closely with Pastoral college staff
Ready to Learn Disadvantaged students are equipped and ready to learn each day	Reduction in disadvantaged students being logged at the ready to learn gate.
Enrichment Pupil Premium learners are fully engaged and participating in the school's rich enrichment offer.	Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of enrichment activity attendance to support the school's aspirational aim of 80% students involved in some aspect of the enrichment curriculum Advisors and teaching staff are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.

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: £ 40,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1,3,
Instructional coaching	Working 1:1 with staff to develop areas of teaching practice specific to them as individuals.	1,3
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	1,3

	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.	
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).	1,3,51
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.	1,3,4
4 Matrix-data analysis tool	More efficient tracking of student outcomes	4,6
Mintclass	Improved strategy information in the hands of classroom teachers, monitorable.	4,6
Question level analysis and Knowledge Organiser breakdown	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	1,3,5
Challenge for all 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.	1,3
Development of pupil metacognitive strategies	Fundamentally, the underlying supposition is that metacognition and	1,3,

	SRL are important to learning, and thus raise attainment, and various studies have established that SRL, and in particular metacognition, has a significant impact on students' academic performance, on top of ability or prior achievement (e.g. Hacker, Dunlosky, & Graesser, 2009; Ponitz et al, 2008; Pressley & Harris, 2006). Veenman et al (2004) and Veenman & Spaans (cited in Veenman et al., 2006, p. 6) EEF 2020	
English Mastery	English Mastery provides a knowledge-rich curriculum aiming to help teachers establish students' progress and effectively plan English lessons throughout Key Stage 3. The curriculum has four pedagogical pillars rooted in cognitive and educational research: 1) emphasising accumulation of knowledge, 2) discrete grammar teaching, 3) systematic instruction of Tier 2 vocabulary (high frequency/multiple meaning words), and 4) use of standardised, norm-referenced student work. There are different pathways for children reaching age-related expectations and those working below expectations. EEF evidence shows the impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.	1,3,5

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

Budgeted cost: £99,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 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. 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.	1,2,3,5,
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.	1,2,3,5,
Engage with the MyTutor programme to provide a blend of tuition and mentoring. A significant number of students will receive tutoring. One to One, & Three to One Personalised Tuition (My Tutor) – Yr11	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining students. EEF Toolkit cites positive impact of One to One Tuition (+5 months) and Small Group Tuition (+4 months) EEF Toolkit shows Mastery Learning as having positive impact for very low cost (+5 months) EEF: Targeted small group and one-to-one interventions (+5 months) have the	1,2,3,4,5

	potential for the largest immediate impact on attainment. MyTutor *Impact Report* shows students make on average one grade progress in just 10 lessons from MyTutor. EEF Toolkit shows digital technology having positive impact (+4 months)	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 91,951.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist leads Attendance Behaviour Teaching & Learning Data & Assessment	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 The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15- 20% of KS4 lessons	6,4,2
Promotion of students' mental and emotional well-being. ● Healthy minds implementation ● ELSA – for mental health and well being ● Mindfulness weekly sessions	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	6,4,2

● Mind and body – mental health screening ● Place2BE	is therefore a promising solution to what appears to be a major problem for disadvantaged pupils. EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 1, 4 8 EEF Toolkit: Social/emotional learning (+4 months). The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).	
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.	2,3
Enrichment Programme Introduction of Duke of Edinburgh SOCS online platform and subscription to sign up to enrichment activities	Evidence from the Social Mobility Commission-*An Unequal Playing Field* states that the breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through	4,3,1,

	organised extra-curricular activities, which could benefit them in later life.	
Appropriate and effective use of behavioural service

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. | 6,4,2 |
| Provision of revision guides and academic text for all PP students | To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self regulation | 5,1 |
| | | |

Total budgeted cost: £231, 943.99

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.

37 PP students undertook the 3-2-1 Mytutor online tuition programme in English and Maths

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
1:1 Online Tutoring 3:1 Online Tutoring	MyTutor