



MAGNA ACADEMY Pupil Premium Impact Statement

1. Summary information					
School	Magna Academy, Poole				
Academic Year	2019 - 2020	Total PP Budget	£132 770 (to March 2020)	Date of most recent PP Review	September 2019
Total number of pupils	886	Number of pupils eligible for PP	153	Date for next internal review of this strategy	February 2020

2. Current attainment		
	Pupils eligible for PP at Magna Academy	Pupils not eligible for PP (national average) NB These figures are based on Unvalidated 2018/19 data. The report will be updated once these figures have been released.
% achieving Grade 4+ in English and Maths (2018/19)	52%	73%
% achieving Grade 5+ in English and Maths (2018/19)	33%	50%
Progress 8 score average	+1.11	+1.07
Attainment 8 score average	49.28	55.52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Ensuring students are actively engaged in their learning in lessons and are supported to continue their learning at home

B.	Ensuring weaknesses in literacy and numeracy are addressed on entry to ensure students can fully access the curriculum				
C.	Reduce behaviour incidents which impact on a student's learning and progress				
External barriers					
D.	Parental engagement/ community culture/influence				
4. Desired outcomes					Success criteria
A.	Improved outcomes by students in Maths and English				Narrow attainment gaps in Eng & Ma and improve progress of all
B.	Improved literacy and numeracy in Y7/8 students				DI and reading data shows improvement in reading age and maths core skills
C.	Students are engaged in their learning in lessons and complete homework				Lesson obs, work scrutiny and attainment data show students are engaged and achieving expected outcomes
5. Planned expenditure					
Academic year		2019 - 2020			
i. Quality of teaching 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?
Quality first teaching for all students	Whole staff T&L CPD T&L briefings Subject based research and planning Subject based Data Driven Instruction (DDI) Use of feedback policy	Quality of teaching and feedback has the most impact on outcomes for students	Regular data tracking Feedback from LW Evidence from work scrutiny	VP Teaching and Learning RSL	Feb 2020 June 2020

Improved attainment and progress of Year 11 in English and Maths	Strongest teachers with Y11 classes	Allocation of best teachers to intervention groups is key to improve attainment and progress in maths and English	Regular data tracking Feedback from LW Evidence from work scrutiny	ADs and subject leads RSL	After each data entry
Improved reading ages for Y7/8 students	Identified Y7 & 8 groups for DI maths and English DEAR for all students Y7-10 Reading homework Y7-9 to support DEAR	Increased curriculum time for low achieving students to work on literacy and numeracy skills. Increased curriculum time for all students to work on reading and improve cultural capital	Regular data tracking of students Cross curricular focus on reading and oracy	AP Literacy DI lead	Data entry points DI Testing points RA testing points
Students in Year 11 and 13 are well prepared for their external examinations	Bespoke timetable for Y11 & 13 students in run up to, and during, exams to ensure that all subjects have appropriate time for final exam preparation Registered after school intervention classes and holiday revision sessions Use of PiXL Wave	Evidence from previous years shows that supported revision/exam prep during the exam period has a positive impact on students' attainment	Student voice Year 11 and 13 summer examination results Parent phone calls	RSL AP – Maths ADs and subject leads	February 2020 August 2020
Total budgeted cost					£78000

ii. Targeted support

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 attainment and progress of Year 11 in Maths, English	Small group intervention sessions for targeted students	Small group interventions with highly qualified staff are known to be effective (NFER, EEF)	Regular data tracking in English and maths Monitoring of individual students through EM RA meetings	ADs Eng, Ma, RSL	After each data point

	DEAR time used for additional intervention				
Improved attainment and progress of Year 11 in all EBACC subjects	<p>DEAR time allocated to all EBACC subjects to provide intervention for targeted students</p> <p>RA sessions after school/weekends/holidays</p> <p>All Y9-11 PP students provided with revision guides for all GCSE subjects</p>	<p>Small group interventions with highly qualified staff are known to be effective (NFER, EEF)</p> <p>Improvement in B2 outcomes 2019 provides evidence of impact of increased focus on these subjects</p>	<p>Regular data tracking</p> <p>Monitoring of individual students through EM RA meetings</p>	<p>ADs and subject leads</p> <p>RSL</p>	<p>After each data point</p>
Improved reading ages for Y7/8	<p>Targeted 121 reading support for Y7/8 students</p>	<p>Some students need targeted reading support to catch up, as suggested by research evidence from Ofsted, NFER and EEF</p>	<p>Data tracking of targeted students to show impact</p> <p>Reading Age testing</p>	<p>AP literacy</p> <p>Eng KS3 coordinator</p>	<p>Feb 2020</p> <p>June 2020</p>
Impact of behaviour on attainment/progress is minimised	<p>Behaviour policy which maintains high expectations of all students</p> <p>Structured provision for isolated students (short term or longer term planned support)</p> <p>Pastoral support as well as academic work built in to behaviour support provision</p>	<p>Targeted interventions matched to specific students with particular needs or behavioural issues can be effective (EEF)</p>	<p>Identification of students is fair, transparent and properly recorded</p> <p>Pastoral support to engage with parents before intervention begins</p> <p>Monitor behaviour data</p> <p>Track data of targeted students to monitor improvements in behaviour against improved attainment</p>	<p>VP behaviour & Safety,</p> <p>MAP manager</p>	<p>Feb 2020</p> <p>June 2020</p>
Improved attainment and progress for PA High	<p>Intervention for identified students</p> <p>Brilliant club</p>	<p>Targeted interventions matched to specific students with particular needs or behavioural issues can be effective (EEF)</p>	<p>Regular data tracking of PA high students to monitor impact of interventions</p>	<p>RSL</p> <p>ADs</p> <p>PP lead</p>	<p>After each data point</p>

students – Increase number of 9-7 grades	Trips to university Assemblies	HE experiences raise aspirations			
Total budgeted cost					£38000

iii. Other approaches

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?
Students can access the same provision as all other students in the academy	Financial support with educational visits, uniform and equipment Free Breakfast club for PP students Revision guides for all GCSE subjects for PP students in Y9-11	Research shows that students' progress correlates with nutrition and diet Cost should not be a barrier to PP students accessing the same resources and experience as other students	Student voice Statutory statement about support for PP students in all trip letters Liaising with HOYs, subject leads	HOY RSL	February and June 2020

Students are supported socially and emotionally to remove barriers which impact on learning and progress	Support from attendance team Support from the Safeguarding Team Access to counselling/well-being centre	Emotional stress can have a negative impact on the progress a child makes.	Monitoring attendance data Review of vulnerable students with DSL, HOY and pastoral team	DSL Attendance officer HOY	February and June 2020
Total budgeted cost					£16770

6. Review of expenditure				
Previous Academic Year		2018-2019		Total PP Budget: £158,550
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved attainment/progress	<p>Subject based CPD – focused on research-led practice, joint planning, development of resources/unit booklets</p> <p>Targeted small group intervention in English, Maths, Science (E & M tutors)</p> <p>DEAR intervention in EBACC subjects and increased curriculum time in Hist, Geog, MFL</p> <p>RA sessions after school, weekends, holidays</p>	<p>Lesson obs/LWs indicated highest quality of teaching and Learning</p> <p>Improved whole school attainment and EM 4+/5+</p> <p>Significant improvement in progress of B2 subjects</p>	<p>Staff benefit from research led CPD, observing best practice and joint planning lessons</p> <p>Prioritising B2 curriculum time, and not withdrawing students from them (odd lessons) for E & M had a significantly positive impact on B2 outcomes</p> <p>Intervention groups in E & M need to be taught by the strongest teachers to ensure impact is made</p>	
Improved Year 7/8 Literacy progress	DI groups in Y7 & 8 (and small group of Y9)	Improved reading ages	SEN students/parents indicated that support via structure DI has improved confidence as well as reading age/core skills	

	<p>Whole school focus on reading – DEAR time with linked homework for Y7 & 8</p> <p>Subject unit booklets to support reading (use of mark up etc)</p> <p>121 reading support for identified Y7 students</p>		<p>Need to ensure that DI students still access the breadth of curriculum of other students</p> <p>Use best practice to deliver CPD to staff on effective use of booklets</p> <p>Reading homework in place for Y9 as well as Y7&8</p> <p>Total: £90000</p>	
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ii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved attainment/progress	<p>RA sessions in all B1 and B2 subjects – after school, weekends and holidays</p> <p>All PP students Y9-11 provided with GCSE revision guides for B1 and B2 subjects</p>	<p>Students who engaged regularly with RA sessions generally achieved higher grades/increased progress compared to those who did not attend or were reluctant to engage actively in the sessions</p>	<p>Ensure key students are targeted for appropriate sessions, according to individual needs and being mindful of the demands made by a range of subjects</p> <p>Ensure PP students who may have transport/finance issues are prioritised for in-school intervention and/or supported to enable them to attend weekend/holiday sessions</p>	
Improved literacy progress for Y7/8	<p>121 reading for identified Y7 students</p>	<p>Reading ages improved</p>	<p>Ensure PP students are targeted for 121 support Thinking reading approach to intervene with Y10/11 students</p> <p>Total: £45000</p>	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Students access the same provision as all other students in the academy - removing financial barriers to learning	Financial support with educational visits, uniform and equipment Free Breakfast club for PP students Revision guides for all GCSE subjects for PP students in Y9-11	All students fully equipped for exams Breakfast club well attended – particularly on exam days	Make use of breakfast club to target PP students for additional intervention	
Students are supported socially and emotionally to remove barriers which impact on learning and progress	Attendance team ensure first day absence calls/texts are made Emotional support from school counsellor and pastoral team Make every effort to ensure that Y11 students remain in lessons, without compromising behaviour policy	School and lesson attendance improved for many key Y11 students (compared to Y10) which had a positive impact on outcomes Emotional support enabled vulnerable students to attend lessons with greater confidence and manage their emotions during exams PA students received plentiful study/revision resources from subject teachers to support their exam preparation	Earlier intervention/support for PA students and those with lower than average attendance – including priority action by attendance team for Y11 students in run up to exams School counsellor had a significant impact on supporting vulnerable students during Y11 and exam period Ensure that students who require behaviour support (MAP) have a quality, structured provision of academic study	
			Total: £15550	