



## MAGNA ACADEMY Pupil Premium Impact Statement

1. Summary information					
<b>School</b>	Magna Academy, Poole				
<b>Academic Year</b>	2020 - 2021	<b>Total PP Budget</b>	£158015	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	896	<b>Number of pupils eligible for PP</b>	173	<b>Date for next internal review of this strategy</b>	February 2021

2. Current attainment		
	Pupils eligible for PP at Magna Academy	Pupils not eligible for PP (national average) NB These figures are based on 2018/19 data. The report will be updated once these figures have been released.
<b>% achieving Grade 4+ in English and Maths (2018/19)</b>	56%	72%
<b>% achieving Grade 5+ in English and Maths (2018/19)</b>	34%	50%
<b>Progress 8 score average</b>	0.45	0.13
<b>Attainment 8 score average</b>	44.42	50.3

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	Ensure students are actively engaged and supported in their learning in lessons and are supported to continue their learning at home
<b>B.</b>	Implement strategies to improve standard of literacy to ensure that students can access the full curriculum

<b>C.</b>	Reduce risk of exclusion for PP students				
<b>External barriers</b>					
<b>D.</b>	Parental engagement/community influence/cultural capital				
<b>4. Desired outcomes</b>					<b>Success criteria</b>
<b>A.</b>	Reduce in-school gaps in attainment/progress between PP and non-PP students, including other key groups (most able, SEND, boys)				Narrowed attainment/progress gaps across all subjects and all key groups
<b>B.</b>	Improved literacy leading to improved attainment in all subjects				Improved reading ages, improved attainment/progress
<b>C.</b>	Students attend the academy/lessons, are engaged in their learning and receive targeted support to remove barriers which may lead to exclusion from lessons				Improved attendance & reduced exclusions. LWs, work scrutiny, tracking data indicate that students are engaged and making expected progress
<b>D.</b>	Students participate in a range of enrichment activities which enhance their cultural capital and develop their personal/social skills				Increased participation in enrichment
<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020 - 2021</b>			
<b>i. Quality of 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>
Quality first targeted teaching for all PP students	Whole staff T&L CPD T&L briefings PP students targeted appropriately in lessons – seating plans, questioning, marking and	Quality of teaching and feedback has the most impact on outcomes for students	Regular data tracking in all subjects and across year groups Feedback from LW Evidence from work scrutiny	VP Teaching and Learning RSL	Feb 2021 June 2021

	feedback, resources, homework support				
Reduced gaps in attainment and progress between PP and non-PP students	Targeted support and intervention for identified students (Y11-13) who are not making expected progress within individual subjects Identify students not making expected progress in Y7-10 and implement strategies within lessons/additional support to address gaps	Although PP students out-perform their peers nationally, within the academy there are gaps in attainment and progress between PP and non-PP students within most subjects.	Regular data tracking Feedback from LW Evidence from work scrutiny	ADs and subject leads RSL	After each data entry
Improved literacy/reading ages for all students	NGRT testing – Y7&8 Identified students for literacy support (Phoenix centre) DEAR for all students Y7-10 Reading homework Y7-9 to support DEAR Whole academy literacy focus in all subjects and tutor time tier 2 vocabulary	Increased curriculum time for low achieving students to work on literacy skills. Increased curriculum time for all students to work on reading, vocabulary and improving cultural capital	Regular data tracking of students Cross curricular focus on reading, vocabulary and oracy	VP T & L AD - English	Data entry points NGRT/Reading age 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	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 ADs and subject leads	February 2021 August 2021

	Registered after school intervention classes and holiday revision sessions				
<b>Total budgeted cost</b>					<b>£53,415</b>
<b>ii. Targeted support</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 A8 and P8 scores of PP students and key groups within (SEND, boys, PA Low)	Small group intervention sessions for targeted students DEAR time used for additional intervention	Small group interventions with highly qualified staff are known to be effective (NFER, EEF)	Regular data tracking – all subjects and across year group Designated SLT with responsibility for oversight of performance and wellbeing of PP students Monitoring of individual students through EM RA meetings	RSL Subject leads PP lead	After each data point
Improved literacy/reading ages for all students	1-1 reading support, small group literacy support (Phoenix), peer support (sixth form) for identified students with low reading ages/levels of literacy	Some students need targeted reading support to catch up, as suggested by research evidence from Ofsted, NFER and EEF	Regular data tracking Monitoring of individual students through EM RA meetings	ADs and subject leads RSL	Feb 2021 June 2021
Impact of behaviour on attainment/progress is minimised	Behaviour policy which maintains high expectations of all students Structured provision for isolated students (short	Targeted interventions matched to specific students with particular needs or behavioural issues can be effective (EEF)	Identification of students is fair, transparent and properly recorded Pastoral support to engage with parents before intervention begins Monitor behaviour data	VP/AP- behaviour AP – Inclusion PP lead	Feb 2021 June 2021

	term or longer term planned support) Pastoral support as well as academic work built in to behaviour support provision, including home visits to support behaviour, attendance and well-being		Track data of targeted students to monitor improvements in behaviour against improved attainment		
PP students receive the appropriate support and intervention to match their individual needs, using detailed tracking of data and support/interventions	Support tracking spreadsheet to record all support strategies implemented – to support both learning and personal development	Targeted support interventions matched to specific students with particular needs can be effective (EEF)	Support tracking spreadsheet is monitored and reviewed regularly by Appropriate staff to evaluate effectiveness of strategies and further support required	AP Inclusion PP Lead HOYs	Once per half term
<b>Total budgeted cost</b>					<b>£33800</b>
<b>iii. Other approaches</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>
Students can access the same provision as all other students in the academy	Financial support with educational visits, uniform and equipment, Music lessons Free Breakfast club for PP students Revision guides for all GCSE subjects for PP	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 in Y9-11 and A Level subjects for Y12-13 Reading books for PP students to support reading for pleasure at home				
Students are supported socially and emotionally to remove barriers which impact on learning and progress, support their personal development and enhance their cultural capital	Support from attendance team Support from the Phoenix Team – counselling & well-being Personal development programme Enrichment activities Competitions Educational trips/visits Drama/music experience Homework club Futures (Careers) support and guidance	Emotional stress can have a negative impact on the progress a child makes.	Monitoring attendance data Review of vulnerable students with Inclusion team, HOY and pastoral team Support tracking spreadsheet	APs	February and June 2021
<b>Total budgeted cost</b>					<b>£70800</b>

<b>6. Review of expenditure</b>		
<b>Previous Academic Year</b>	<b>2019-2020</b>	<b>Total PP Budget: £132,770</b>
<b>i. Quality of teaching for all</b>		

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
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	KS4 work scrutiny showed no difference between standard/quality of work between PP and non PP students KS3 work scrutiny did show some differences in standard of work, an issue to be addressed in the next academic year  Improved EM 4+/5+ for PP students, improved attainment and progress in maths, improved attainment in some B2 subjects PP students outperform PP students nationally (and outperform non PP students in terms of progress)	Increased focus on PP students (as well as other student groups), including identification on seating plans to ensure students are targeted appropriately in lessons, tracking of data within subject areas as well as across year groups, monitoring of T&L through lesson drop ins and work scrutiny (PP focus) CPD for staff – strategies to support PP students, including study strategies, resources, targeted marking	
Improved attainment and progress of Year 11 in English and Maths	Strongest teachers with Y11 classes	Improved attainment and similar progress in maths compared to 2019 English outcomes and progress lower than previous year, mostly due to staffing constraints within the department and	Need to ensure that succession planning is built in to staff deployment and CPD to ensure that all subject staff are confident and competent in delivering high quality teaching to GCSE groups – addressed in staffing, planning and timetabling from Sept 2020	
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	All students experienced DEAR and reading homework Y7,8 and 9 targeted students (based on reading age) received DI support for term 1	Fully staffed English department, with AD and VP driving forward whole school literacy programme from Sept 2020.	

		Staffing constraints hindered implementation of full testing and further reading support for Y7/8 students	Increased focus on PP students across all subjects and year group via tracking and teaching strategies outlined above	
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	High attendance of targeted PP students at revision/intervention sessions leading up to mock exams	Need to ensure that PA low PP students are targeted appropriately in all subjects, not just those targeted to achieve 4+  <b>Total £78 000</b>	

## ii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved attainment and progress of Year 11 in Maths, English	Small group intervention sessions for targeted students DEAR time used for additional intervention RA sessions after school/weekends/holidays	All PP students received targeted intervention in DEAR for English or maths or both. Small group intervention in maths Staffing capacity limited additional small group intervention in English	Ensure key students are targeted for appropriate sessions, according to individual needs and being mindful of the demands made by a range of subjects 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	
Improved attainment and progress of Year 11 in all EBACC subjects	DEAR time allocated to all EBACC subjects to provide intervention for targeted students  RA sessions after school/weekends/holidays All Y9-11 PP students provided with revision guides for all GCSE subjects	All PP students received targeted intervention in at least 1 EBACC subject Those who were targeted for, and engaged with, after school/weekend revision sessions saw a positive impact on outcomes	Ensure key students are targeted for appropriate sessions, according to individual needs and being mindful of the demands made by a range of subjects 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	



Impact of behaviour on attainment/progress is minimised	Behaviour policy which maintains high expectations of all students Structured provision for isolated students (short term or longer term planned support) Pastoral support as well as academic work built in to behaviour support provision	PP student exclusions reduced from Dec 2019 Provision for isolated students within the academy developed from January 2020	Detailed tracking of PP students' provision and support is essential to ensure that they receive timely and proactive support/intervention in order to maximise their progress. Provision to support inclusion significantly enhanced from Sept 2020 via the Phoenix centre	
Improved attainment and progress for PA High students – Increase number of 9-7 grades	Intervention for identified students Brilliant club Trips to university Assemblies	Improved A8 and P8 for PA High students in 2020. Increased targeted intervention for PA High students via DEAR, after school, weekend and holiday revision sessions.	Ensure that all PP PA high students are able to access the further support/intervention offered to students, including homework support and access to appropriate resources  <b>Total £38 000</b>	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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	All students fully equipped for exams Breakfast club well attended – particularly on exam days	Carefully track the financial support for PP students to ensure it is equitable and all students are able to participate in extra-curricular activities which will support their learning and contribute to the development of cultural capital	
Students are supported socially and emotionally to remove barriers which impact	Support from attendance team Support from the Safeguarding Team Access to counselling/well-being centre	School and lesson attendance improved for many key Y11 students (compared to Y10) which had a positive impact on their individual outcomes	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	

<p>on learning and progress</p>		<p>PA students received plentiful study/revision resources from subject teachers to support their exam preparation</p> <p>Regular contact with students and families during school closure (Covid) by tutors and pastoral team to keep in touch and ensure they felt supported. Vulnerable students actively encouraged to attend during school closure - attendance increased over the summer term</p>	<p>Inclusion provision via Phoenix centre to support students to remove social/emotional barriers which impact on attendance, learning and progress</p>	
			<p><b>Total: £16700</b></p>	