

Pupil Premium Strategy Statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 academy.

School overview

Detail	Data
School name	Magna Academy
Number of pupils in school	941
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	06/12/2021
Date on which it will be reviewed	05/12/2024
Statement authorised by	Ms N Ullah (Principal)
Pupil premium lead	Mrs M Kainth (Assistant Principal)
Governor / Trustee lead	Mr D Herbert (Regional CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,130
Recovery premium funding allocation this academic year	£22,000
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	£176,130

Statement of intent - Part A: Pupil premium strategy plan

Our intention is that all students access the same high-quality provision at Magna Academy- removing financial barriers to learning. Students are supported socially and emotionally to address existing barriers which would otherwise impact on their learning and progress.

The focus of our pupil premium strategy is to achieve high levels of progress in literacy for students eligible for pupil premium. We want to encourage all pupils to become word rich through reading and acquiring a broad vocabulary – ‘The word rich will get richer, while the word poor will get poorer.’ Rigney, *The Matthew Effect* p.76. Research also shows that in order to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy.

[CLS | Reading improves teenagers' vocab, whatever their background, say researchers \(ucl.ac.uk\)](https://www.ucl.ac.uk/cls/news/2019/09/reading-improves-teenagers-vocab-whatever-their-background-say-researchers)

The activity we have outlined in this statement is also intended to Increase self-esteem, resilience and ambition for the future and increased attendance rates for students eligible for pupil premium by developing a comprehensive programme to enhance the curriculum which includes: visits to universities; financial support to ensure participation in school trips and visits (team building; exposure to the Arts; enterprise and sporting activities.

High quality teaching is central to our approach with strategies specifically targeted at supporting students from disadvantaged backgrounds focusing on areas in which disadvantaged students require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to considering in-depth understanding of any challenges and needs that disadvantaged students are facing. These can be identified using a wide range of internal data and information, including:

- attendance data and levels of persistent absence;
- teacher feedback on students' levels of engagement and participation;
- information on wellbeing, mental health and safeguarding;
- adopt a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in knowledge developed from the Covid-19 pandemic. Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial academy closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths and English.</p> <p>NEW RESEARCH ON IMPACT OF COVID-19 SCHOOL... Doncaster Research School</p> <p>Tutoring revolution builds as students return to class - GOV.UK (www.gov.uk)</p>
2	<p>Reading ages and literacy levels of disadvantaged students below their actual age.</p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last year, 44% of our disadvantaged students arrived below age-related expectations, with a third of disadvantaged students 20 months or more away from their actual age. We plan on reducing this level by 50% by the end of the academic year.</p>
3	<p>Disadvantaged students' attendance is significantly lower than non-disadvantaged students.</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged students has been 6.43% lower than for non-disadvantaged students.</p> <p>30 - 35% of disadvantaged students have been 'persistently absent' compared to 10 - 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p>Ensuring that all disadvantaged students are equipped each day to succeed.</p> <p>Sustained high levels of wellbeing from 2019/20 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.

5	<p>The rate of disadvantaged students' suspensions is higher than non-disadvantaged students.</p> <p>17% of disadvantaged students were suspended last year as compared to 5% of non-disadvantaged students.</p>
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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
1. Increase attainment and progress of disadvantaged students	<p>Attainment and progress gaps between disadvantaged and non-disadvantaged students are non-existent.</p> <p>By the end of our current plan in 2024/25, the gap between disadvantaged and non-disadvantaged students will be eradicated, for entering the English Baccalaureate (EBacc).</p> <p>In summer 2021 this figure was 11%. 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> ● an average Attainment 8 score of 46.13 ● an EBacc average point score of 3.92 ● 50% of disadvantaged students will be entered for the EBacc.
2. Improve reading and literacy levels of disadvantaged students	<p>Students' reading age is in line with their chronological age.</p> <p>Reading assessments and work scrutiny demonstrate improved literacy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>80% or more of disadvantaged students are reading at their chronological age.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
3. To improve attendance	<p>The gap between persistent absence of disadvantaged and non-disadvantaged students is significantly reduced.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all students is lower than the national average and the attendance gap between disadvantaged students and their non-disadvantaged peers is reduced by 20%.

	<ul style="list-style-type: none"> the percentage of all students who are persistently absent is below the national average and the figure among disadvantaged students is below 20%.
4. All students are able to fully participate in academy life, where finance is not a barrier	Disadvantaged and non-disadvantaged student detentions for lack of equipment are proportionately in line with each other. The participation for enrichment, trips and visits for disadvantaged and non-disadvantaged students are proportionately in line with each other.
5. Reduce the number of disadvantaged students receiving suspensions, whilst not lowering expectations and damaging the culture around the academy. Proactively providing support to meet the needs of the students.	The number of suspensions for disadvantaged and non-disadvantaged students are proportionately in line with each other. The percentage of all students who are excluded being below the national average and the figure among disadvantaged students being no more than 5% lower than their peers.

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: £94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Staffing in Core Subjects	<p>Behaviour interventions, moderate impact for low cost – EEF Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback, very high impact for very low costs – EEF Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3

<p>Alternative Curriculum Pathways. CPD for staff internally to deliver such programmes and accessing external curriculum routes.</p>	<p>Behaviour interventions, moderate impact for low cost – EEF Behaviour interventions EEF (educationendowmentfoundation.org.uk) Statutory guidance overview: Alternative provision - GOV.UK (www.gov.uk)</p>	<p>1, 4 and 6</p>
<p>Develop a targeted homework support club</p>	<p>Homework, high impact for very low cost – EEF Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 5</p>
<p>Embed Direct Instruction in English and Maths</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Mastery learning, high impact for very low costs - Mastery learning – EEF Mastery learning EEF (educationendowmentfoundation.org.uk) Oral language interventions, very high impact for very low cost - EEF Reading comprehension strategies, very high impact for very low cost – EEF Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 3</p>
<p>Continued staff training</p>	<p>Effective feedback for pupils: techniques and policies Effective feedback for pupils: techniques and policies The Key for School Leaders (thekeysupport.com) Behaviour interventions, moderate impact for low cost – EEF Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5 and 6</p>

	<p>Improve staff wellbeing and pupil outcomes by taking a personalised approach to staff CPD Improve staff wellbeing and pupil outcomes by taking a personalised approach to staff CPD The Key for School Leaders (thekeysupport.com)</p> <p>Feedback, very high impact for very low costs – EEF Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions, very high impact for very low cost – EEF Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement, moderate impact for very low cost – EEF Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies, very high impact for very low cost – EEF Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
National tutoring programme (NTP)	<p>1:1/Small group tuition, moderate impact for moderate cost - EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

	<p>Pupil premium: English and maths interventions The Key for School Leaders (thekeysupport.com)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tutoring revolution builds as students return to class</p> <p>Tutoring revolution builds as students return to class - GOV.UK (www.gov.uk)</p>	
Pastoral interventions	<p>Mentoring – EEF Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Pupil health and wellbeing The Key for School Leaders (thekeysupport.com)</p> <p>Oral language interventions, very high impact for very low cost – EEF Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5 and 6
Attendance Intervention Programme	<p>Individualised instruction, moderate impact for very low cost – EEF Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Improving the attendance of pupils eligible for pupil premium funding The Key for School Leaders (thekeysupport.com)</p> <p>Need-to-know: DfE publishes research on attainment of disadvantaged pupils The Key for School Leaders (thekeysupport.com)</p>	4

<p>Revision Materials and Strategies. Purchasing resources and supporting our 'effective revision programme' for students across all year groups</p>	<p>Metacognition and self-regulation - Very high impact for very low cost – EEF Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 5</p>
<p>External Alternative Provision. Accessing bespoke support for students, who require further specialist expertise that the Academy does not have.</p>	<p>Behaviour interventions, moderate impact for low cost – EEF Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4 and 6</p>
<p>Purchase GL Baseline Assessments and NGRT/NGST</p> <p>Reading Programme Y7</p>	<p>Quality assuring assessments: secondary – Quality assuring assessments: secondary The Key for School Leaders (thekeysupport.com)</p> <p>Promoting reading: strategies The Key for School Leaders (thekeysupport.com)</p> <p>CLS Reading improves teenagers' vocab, whatever their background, say researchers (ucl.ac.uk)</p> <p>1:1/Small group tuition, moderate impact for moderate cost – EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions, very high impact for very low cost – EEF Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>

	<p>Reading comprehension strategies, very high impact for very low cost – EEF</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improving reading by funding Y8 and 9 Reading Programme</p>	<p>1:1/Small group tuition, moderate impact for moderate cost - EEF</p> <p>Oral language interventions, very high impact for very low cost – EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Promoting reading: strategies The Key for School Leaders (thekeysupport.com)</p> <p>Reading comprehension strategies, very high impact for very low cost – EEF</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £45,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of Trips and Visits for PP students	<p>Parental engagement, moderate impact for very low cost – EEF</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Engaging parents The Key for School Leaders (thekeysupport.com)</p> <p>Spending the pupil premium The Key for School Leaders (thekeysupport.com)</p>	4 and 5
Providing equipment for families who cannot afford it	Parental engagement, moderate impact for very low cost - EEF	4, 5 and 6
Providing uniform for families who cannot afford it	Parental engagement, moderate impact for very low cost - EEF	4, 5 and 6
Subsidising peripatetic music lessons	Parental engagement, moderate impact for very low cost - EEF	5
Providing IAG to PP students	Mentoring - EEF	4 and 5
Consumables for practical subjects	Parental engagement, moderate impact for very low cost - EEF	4 and 5
Breakfast club	Parental engagement, moderate impact for very low cost - EEF	1, 2, 4 and 5

Total budgeted cost: £176,130

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.

1. Strong outcomes at the end of Y11 for PP students

- 57% 4+ in English and Maths
- 33% 5+ in English and Maths

2. Excellent Y13 outcomes at the end of Y13 for PP students

- 100% A* to B
- Value added +0.11

3. Key stage 3 reading ages for PP students improved on average by an additional 4 months

4. Significant reductions in behavioural incidents for PP students

- 25% in suspensions for PP students compared to the previous academic year

5. Destinations - NEETS, RECRUITMENT FOR 6TH FORM HERE

- 100% of Year 11 PP students went on to sustained education, employment and apprenticeships
- 23% of Year 11 PP students went on to study at Magna Academy's Sixth Form
- 100% of Year 13 PP students went on to University in September 2021

Externally provided programmes

Programme	Provider
Mentoring, Outdoor activities like football, building confidence.	Learn2live Alternative Provision Placements BCP
Educational psychologist:	BCP
Diagnostic assessments in literacy, Writes literacy programmes.	Specialist literacy teacher:
One Week course	Horse course

Service pupil premium funding

Our outcomes for service students over the last four academic years have been very strong, in line with our non-service children outcomes at the end of year 11. Progress 8 for this small group of students has been over +1.0. This has been closely monitored and funding is spent specifically to meet the needs of the individual, as and when required. In particular providing equipment and resources required and access to academic interventions.