

# Pupil Premium Strategy Statement

This statement details our academy's use of pupil premium (and recovery premium for the 2022 to 2023 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.

## Academy overview

| Detail   | Data   |
|--|--|
| Academy name   | Magna Academy  |
| Number of students in academy  | 923  |
| Proportion (%) of pupil premium eligible students  | 23%  |
| Academic year/years that our current pupil premium strategy plan covers<br><b>(3-year plans are recommended)</b> | 2021/2022<br>to 2024/2025  |
| Date this statement was published  | 01/09/2022   |
| Date on which it will be reviewed  | 05/12/2024   |
| Statement authorised by  | Ms N Ullah (Principal)   |
| Pupil premium lead   | Mr Andy Clark (Vice Principal) and Ben McBride (Director for Improving Outcomes of Disadvantaged Students) |
| Governor / Trustee lead  | Mr D Herbert<br>(Regional CEO)   |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £166,465 |
| Recovery premium funding allocation this academic year  | £41,676  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £208,141 |

## 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 any 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 students 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., 2010. 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/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 increase 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 academy 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;
- 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><a href="#">NEW RESEARCH ON IMPACT OF COVID-19 SCHOOL...   Doncaster Research School</a></p> <p><a href="#">Tutoring revolution builds as students return to class - GOV.UK (www.gov.uk)</a></p> |
| 2                | <p>Reading ages and literacy levels of disadvantaged students below their actual age. Assessments, observations and discussion with key stage 3 (KS3) students indicate that disadvantaged students generally have lower levels of reading than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 2021, 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> <p>Our year 7 intake for 2022 will be tested in autumn term for reading ages and literacy levels.</p>  |
| 3                | <p>Disadvantaged students' attendance is lower than non-disadvantaged students.</p> <p>Our attendance data from 2020-2021 indicates that attendance among disadvantaged students has been 6.43% lower than for non-disadvantaged students.</p> <p>30% 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 2019-2022 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>   |

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| 5 | <p>The rate of disadvantaged students' suspensions is higher than non-disadvantaged students.</p> <p>17% of disadvantaged students were suspended in 2020-2021 as compared to 5% of non-disadvantaged students.</p> <p>There has been a 63% reduction in the number of suspensions of PP students for 2021-2022 as compared to the previous academic year.</p> |
|---|--|

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%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>● an average Attainment 8 score of 46.13</li> <li>● an EBacc average point score of 3.92</li> <li>● 50% of disadvantaged students will be entered for the EBacc.</li> </ul> |
| 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>90% 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"> <li>● the overall absence rate for all students is lower than the national average and the attendance gap between disadvantaged students and their</li> </ul>  |

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|  | <p>non-disadvantaged peers is reduced by at least 20%.</p> <ul style="list-style-type: none"> <li>the percentage of all students who are persistently absent is below the national average and the figure among disadvantaged students is below 20%.</li> </ul>  |
| 4. All students are able to fully participate in academy life, where finance is not a barrier  | <p>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.</p>                                |
| 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. | <p>The number of suspensions for disadvantaged and non-disadvantaged students are proportionately in line with each other.</p> <p>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.</p> |

## 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: £110,315

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

|   |   |                         |
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| <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<br/> <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a><br/><br/> <a href="https://www.gov.uk">Statutory guidance overview: Alternative provision - GOV.UK (www.gov.uk)</a></p>   | <p>1, 4 and 6</p>       |
| <p>Develop a targeted homework support club</p>   | <p>Homework, high impact for very low cost – EEF<br/> <a href="https://www.educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></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:<br/> <a href="#">Improving Literacy in Secondary Schools</a><br/><br/> Mastery learning, high impact for very low costs - Mastery learning – EEF<br/> <a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a><br/><br/> Oral language interventions, very high impact for very low cost - EEF<br/> Reading comprehension strategies, very high impact for very low cost – EEF<br/> <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1, 2 and 3</p>       |
| <p>Continued staff training</p>   | <p>Effective feedback for pupils: techniques and policies<br/> <a href="https://www.thekeyforschoolleaders.com">Effective feedback for pupils: techniques and policies   The Key for School Leaders (thekeysupport.com)</a><br/><br/> Behaviour interventions, moderate impact for low cost – EEF<br/> <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a><br/><br/> Improve staff wellbeing and pupil outcomes by taking a personalised approach to staff CPD</p>  | <p>1, 2, 3, 5 and 6</p> |

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

Budgeted cost: £43,710

| 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<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Pupil premium: English and maths interventions   The Key for School Leaders (thekeysupport.com)</a></p> | 1, 2                          |

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|---|---|---------------|
|   | <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Tutoring revolution builds as students return to class</p> <p><a href="https://www.gov.uk">Tutoring revolution builds as students return to class - GOV.UK (www.gov.uk)</a></p>  |               |
| Pastoral interventions  | <p>Mentoring – EEF<br/><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.thekeysupport.com">Pupil health and wellbeing   The Key for School Leaders (thekeysupport.com)</a></p> <p>Oral language interventions, very high impact for very low cost – EEF<br/><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3, 4, 5 and 6 |
| Attendance Intervention Programme   | <p>Individualised instruction, moderate impact for very low cost – EEF<br/><a href="https://www.educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.thekeysupport.com">Improving the attendance of pupils eligible for pupil premium funding   The Key for School Leaders (thekeysupport.com)</a></p> <p><a href="https://www.thekeysupport.com">Need-to-know: DfE publishes research on attainment of disadvantaged pupils   The Key for School Leaders (thekeysupport.com)</a></p> | 4             |
| Revision Materials and Strategies. Purchasing resources and supporting our 'effective revision programme' for | <p>Metacognition and self-regulation - Very high impact for very low cost – EEF<br/><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1 and 5       |

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| students across all year groups   |   |            |
| External Alternative Provision.<br>Accessing bespoke support for students, who require further specialist expertise that the Academy does not have. | Behaviour interventions, moderate impact for low cost – EEF<br><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 3, 4 and 6 |
| Purchase GL Baseline Assessments and NGRT/NGST<br><br>Reading Programme Y7  | Quality assuring assessments: secondary –<br><a href="https://www.thekeyssupport.com">Quality assuring assessments: secondary   The Key for School Leaders (thekeyssupport.com)</a><br><br><a href="https://www.thekeyssupport.com">Promoting reading: strategies   The Key for School Leaders (thekeyssupport.com)</a><br><br><a href="https://www.ucl.ac.uk">CLS   Reading improves teenagers' vocab, whatever their background, say researchers (ucl.ac.uk)</a><br><br>1:1/Small group tuition, moderate impact for moderate cost – EEF<br><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a><br><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><br>Oral language interventions, very high impact for very low cost – EEF<br><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a><br><br>Reading comprehension strategies, very high impact for very low cost – EEF<br><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 2 and 3 |
| Improving reading by funding Y8 and 9 Reading Programme   | 1:1/Small group tuition, moderate impact for moderate cost - EEF  | 1, 2 and 3 |

|  |   |  |
|--|---|--|
|  | <p>Oral language interventions, very high impact for very low cost – EEF</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Promoting reading: strategies   The Key for School Leaders (thekeysupport.com)</a></p> <p>Reading comprehension strategies, very high impact for very low cost – EEF</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> |  |
|--|---|--|

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

Budgeted cost: £54,116

| 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><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.thekeysupport.com">Engaging parents   The Key for School Leaders (thekeysupport.com)</a></p> <p><a href="https://www.thekeysupport.com">Spending the pupil premium   The Key for School Leaders (thekeysupport.com)</a></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: £208,141**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### 1. Increase attainment and progress of disadvantaged students

- In Year 13, the gap for A level attainment for PP vs Non PP has reduced to a  $\frac{1}{3}$  of a grade from 2019.
- In Year 12 the projected V/A and Average Attainment grade for PP and Non PP is in line with one another.
- In Year 11 the gap in P8 between PP and Non PP students is 0.11. The gap between 5+E&M for PP (34%) and Non PP (44%) students is 10% points.
- In Year 10 the projected gap in P8 between PP and Non PP students is 0.39. The gap projected between 5+E&M for PP and Non PP students is 20% points.
- 78% of Year 9 PP students are at or above making expected progress for English, vs 79% for non PP. 72% of PP students are at or above making expected progress for Maths vs 86% for non PP.
- 80% of Year 8 PP students are at or above making expected progress for English, vs 76% for Non PP. 74% of PP students are at or above making expected progress for Maths 72% for non PP.
- 61% of Year 7 PP students are at or above making expected progress for English, vs 66% for non PP. 89% of PP students are at or above making expected progress for Maths vs 92% for non PP.

9.4% of PP students were entered for Ebaac in year 11 for 2021-2022  
Projected in year 11 for Summer 2024 is 68%.

### 2. Improve reading and literacy levels of disadvantaged students

- Lexia: Overall 83% students in KS3 made progress in their reading age by +1.79 yrs from their baseline assessment. We used Literacy assessment online for the Lexia group which allows us to access students regularly (every 6 weeks)
- In Year 7, the 15 Lexia students from the initial grouping made an average rate of progress of 4.01 years in their reading age (Sept-Feb) compared to the next lowest scoring 15 students who were not taking part in Lexia making an average rate of progress of 3.14 years in their reading age (Sept-Feb).
  - This success has shown us that interventions are most impactful when started in the first year and will expand this provision accordingly.
- In Year 9, 13 of the 15 Lexia students from the initial grouping sat the February test and made an average rate of progress of 1.68 years in their reading age (Sept-Feb).

compared to the next lowest scoring 15 students who were not taking part in Lexia making an average rate of progress of 2.37 years in their reading age (Sept-Feb).

- In year 8 we have not seen the same rate of progress as other 2 year groups. In the first assessment (November) the average progress made was +0.67. But in the second assessment they didn't keep up the same rate of progress. We have looked into this and have taken actions to make improvements, such as the following interventions:

-Within Lexia, reports are generated in real time when a student "requires instruction" these tasks are printed and a staff member goes through the task 1:1 with the student. These tasks are generated when a student is scoring Low in the accuracy of their current module so it provides tailored instruction to the particular skill which they are not yet demonstrating

-Currently this group has HTLA providing the Lexia programme whereas moving forward we will use fully qualified English teachers. We are also looking into alternative interventions e.g. toe by toe

### **3. To improve attendance**

- The gap in attendance between PP and Non PP students is 6.4% for 2021-22, compared to the 2020-21 figures of 6.4%
- The PA for PP has improved by 3% compared to the 2020-21 figures. More work is still needed to close the gap between Non PP students. This is a key aspect of our 2022-23 AIP.

### **4. All students are able to fully participate in academy life, where finance is not a barrier**

- 57% PP students have attended one or more an enrichment activities, which is in line with Non PP
- 30% of PP students attended at least one trip/visit
- Almost ¼ of all lates to lesson are issued to PP students. But the number has been reduced by 21% since the middle of the spring term. (47% to 26%). This is in line with the proportion of PP to Non PP students within the academy.
- In addition to PP intervention, we have supported 13% of PP students who have had a lack of equipment records and 32% of PP students have been offered support with Uniform.

### **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**

- Our overall suspensions for all students (including repeat offenders) at Magna is tracking in line with the 2019 national average.

- 63% reduction in the number of suspensions of PP students for this academic year compared to the previous academic year.
- 57% reduction in the number of days of suspension for PP students in 21-22 compared to the previous academic year
- The suspension rate between PP and Non PP students at Magna for 21-22 compared to the last academic year has closed, from 5 times to 4 times the percentage rate.

## Externally provided programmes

| Programme  | Provider   |
|--|--|
| Mentoring, Outdoor activities like football, building confidence.  | Learn2live<br>Alternative Provision Placements BCP |
| Educational psychologist:  | BCP  |
| Diagnostic assessments in literacy,<br>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 good, in line with our non-service children outcomes at the end of year 11. Progress 8 for this small group of students remains positive. 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.