

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	Madeley Academy
Number of students in school	949 (Years 7 – 11)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lady Maria Satchwell Headteacher
Pupil premium lead	Ian Marshall Deputy Headteacher
Governor/Trustee lead	Stewart Roberts Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 353,350
Recovery premium funding allocation this academic year	£ 75,920
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	£ 429,270

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students irrespective of background and challenges that they face, make good progress and achieve well across the curriculum. We aim to use the funding to narrow the gap between our Pupil Premium students and non-Pupil Premium students. We want to ensure that these students have every opportunity to reach their full potential by securing good progress, achieving success in external examinations and embarking on a positive career path.

The funding contributes to a wide range of resources designed to maximise student potential in every possible way, including extra teachers in core subjects, a strong inclusion team (mediation and emotional support), SEND specialists and opportunities for extended school activities

Madeley Academy Principles

All members of staff and Governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with all students in our care, a student who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of need.

Accessibility of the Curriculum for Disadvantaged Students

We are committed to ensuring equality of access to the complete curriculum for all students through differentiation, allocation of resources and the sharing of information and strategies with staff. Schemes of work include evidence of differentiated pathways for students with different abilities and needs. The Academy is committed to an ethos of inclusion where expectations are high for students and where barriers to participation are reduced so that the full curriculum offer is accessible for all. The Academy has a consistently high level of disadvantage and therefore takes every opportunity to develop Cultural Capital with students. This is through the extended curriculum, the development of vocabulary raising aspirations and ensuring that all activities are accessible to all students.

Steps such as maintaining the average class size at 25 students has an impact on accessibility of the curriculum and has been supported by Governors and funded from various income streams. The Academy has invested in 5 Academic Coaches who perform a specialist Teaching Assistant role with the aim of making the curriculum accessible to different groups of students such as weak readers, or those lacking resilience.

Disadvantaged students have access to the same curriculum and opportunities. There is equality of provision and access to this provision for all. This may require practical steps for example, by subsidising trips to theatres or providing equipment for the Duke of Edinburgh Scheme through the pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attainment on average in English (reading and SPAG) in KS2 results.</p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Using the Reading Scaled Scores On entry to the Academy for the cohorts with the completed KS2 Assessments, the average score is around 1.5 scaled score differences.</p>
2	<p>Lower attainment on average in Mathematics in KS2 results</p> <p>The Maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks.</p> <p>On entry to Year 7 for the cohorts with Scaled Scores in Reading (Years 9 to 11), between 35% and 20% of disadvantaged students arrive below age-related expectations compared to 29% - 14% of their peers. This GAP remains evident in KS4 outcomes</p>
3	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
4	<p>Higher proportion of pupil premium students have additional SEND needs.</p> <p>Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
5	<p>Our observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>During the pandemic, teacher referrals for support markedly increased.</p>
6	<p>Attendance of PP students is lower than for non PP students, and the gap historically widens as students progress through the Academy.</p> <p>Our attendance data over the last indicates that attendance among disadvantaged students has been between 3.6 and 2.3% lower than for non-disadvantaged students.</p> <p>Our overall rates of absence for 2020 at 4.5% was in the lowest 20% of schools with a similar deprivations. The overall persistent absence at 11.6% was also in the best 20% nationally for schools with similar deprivations.</p>

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, more of disadvantaged students enter the English Baccalaureate (EBacc) and to be above 50%</p> <p>In the last 3 years this figure was 14% compared against 19%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • An average Attainment 8 score of 49 • An EBacc average point score of 4.2
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests to demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 shown by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Participation in enrichment activities, by disadvantaged students in line with non-disadvantaged students
Improve literacy and numeracy in Year 7	Numeracy and Literacy tests to demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers
Improve attendance for students eligible for PP	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all students being no more than 4.5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to under 2% • The percentage of all students who are persistently absent being below 12% and the figure among disadvantaged students being no more than 5% lower than their peers
Increase progress at end of KS4 for students eligible for PP	<p>Current Progress for PP students is above the National Comparator for similar students.</p> <p>The aim for the Disadvantaged students is to achieve a positive residual for P8 measures.</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: £375,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Review_of_Attainment_Measures_final.pdf</p>	1,2,3,4
<p>7 Star Group – Primary School style timetable and use of Primary Trained Teachers. Focus on transition and on literacy and numeracy within the curriculum for students below or very below national expected standards. Reading comprehension strategies targeted at the group</p>	<p>Phonics</p> <ol style="list-style-type: none"> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; also developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,4
<p>Subject based HLTAs in the Core Subjects of English/Maths and Science to support students.</p>	<p>Teaching Assistant Interventions:</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides)</p>	1,2,3,4

	<p>are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, the way they are deployed is key 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Smaller Class sizes – core subjects Less able students which are predominantly disadvantaged students will benefit from smaller class sizes.</p> <p>Smaller classes in En/MA/Sci/Hums.</p> <p>Staff from MAT schools support delivery in MFL.</p> <p>Additional SLT Member for Humanities</p>	<p>Reducing Class Sizes</p> <p>Reducing class size is an approach to managing the ratio between students and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of students per teacher becomes smaller.</p> <ol style="list-style-type: none"> 1. Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 students. Small reductions in class size (for example, from 30 to 25 students) are unlikely to be cost-effective relative to other strategies 2. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school 	1,2,3,4

	<p>3. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with students or minimising disruption</p> <p>4. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the students receive</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	
To employ part time SEND Consultant to support vulnerable SEND PP students.	Additional time allocation and expert knowledge used to support and advise the current provision.	1,2,3,4
Additional Subject Resource Funding Allocations	Addition resource funding for departments to allocate to resources for implementation of curriculum adaptations.	1,2,3,4

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

Budgeted cost: £ 23,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tuition in Maths Session 3 for Targeted Students in Year 11	<p>1:1 Tutoring</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a student intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a Summer school – or as a replacement for other lessons.</p> <ol style="list-style-type: none"> 1. On average, one to one tuition is very effective at improving student outcomes. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and 	1,2,3,4

	<p>supported – for example, delivering a structured intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Intervention Session 3 – Small targeted classes for intervention lessons for students where gaps have been identified or would benefit from further support. These take place for year groups after the normal Academy day.</p>	<p>Individual Instruction:</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that students undertake and the pace at which they progress through the curriculum – will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where students can have individual sets of activities which they complete, often largely independently.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Extending school Day:</p> <p>Extending Academy time involves increasing learning time in schools during the Academy day or by changing the Academy calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after Academy programmes (including additional small group or one to one tuition). It also includes revisions to the Academy calendar to extend the total number of days in the Academy year.</p> <p>Other approaches to increasing learning time are included in other sections of the Toolkit, such as homework, and Summer Schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1,2,3,4
<p>Student Mentors from Thomas Telford School – Year 11</p>	<p>Peer Mentoring:</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,2,3,4

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

Budgeted cost: £ 83,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve self-esteem and resilience of PP students. With the subsidy for Activities and Rewards Days to provide an extensive range of interesting and challenging experience	<p>Rewards:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p> <p>“Many schools tended to have a set of school rules (e.g. Golden Rules) and a class code of conduct that was established in each class in collaboration with students. The class code of conduct helped to encourage students to take individual and collective responsibility for behaviour and learning but these usually tied in with or were reflective of the Academy rules and ethos. Reward systems in primary schools were highly visible and tangible. They increased in value, and length of time for which they were awarded, as pupils got older. Secondary schools more commonly had a whole school system of rewards (e.g. house points). Examples of rewards included individual rewards (e.g. certificates, stickers)”</p>	5,6
Student Counselling - Improve self-esteem and resilience of PP students. Support of PP students with mental health issues	<p>Mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>“Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.”</p>	5,6
<p>To employ a home liaison worker to reduce absence for those more vulnerable</p> <p>To employ a full time counsellor on site to work alongside the SENDCo</p>	<p>Attendance:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“Model respectful relationships and appropriate communication for staff and students. This will help relationships between students and staff to reflect a positive and respectful culture. All staff members should:</p> <ul style="list-style-type: none"> • treat students with dignity, build relationships rooted in mutual respect and observe proper boundaries • take into consideration the vulnerability of some students and the ways in which this might contribute to absence, handling confidential information sensitively • understand the importance of the Academy as a place of safety where students can enjoy trusted relationships with 	5,6

	<p>staff and students particularly for children with a social worker and those who have experienced adversity</p> <ul style="list-style-type: none"> communicate effectively with families regarding students' attendance and well-being" 	
Employ student support officers to help reduce confrontation within classroom and improve emotional wellbeing of students around the Academy	<p>Behaviour Interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>"Approaches to developing a positive Academy ethos or improving discipline across the whole Academy which also aims to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues"</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p> <p>"Rather than repeatedly sanctioning poor behaviour, many of the schools interviewed were identifying potential issues early and intervening to help prevent them from escalating. Intervention strategies included: home support for poor attenders; anger management sessions for students who show aggression; and groups addressing uniform (and make up) issues. Schools were also using a range of teaching and learning interventions for those whose behavioural issues may be due to other barriers to learning."</p>	5,6
Peripatetic Music Lessons	Supplying/subsidising peripatetic music lessons for disadvantaged students. No obvious differences between these students and non-disadvantaged students.	5,6
School Uniform	<p>Uniform:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Supplying / subsidising school uniform for disadvantaged students. No obvious differences between these students and non-disadvantaged students.</p>	5,6

Total budgeted cost: £ 462,550

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 students in the 2020 to 2021 academic year.

Literacy

Reading for pleasure has increased with positive engagement with the 'Read Right' lists. In 2019-2020, 4805 fiction books and 650 non-fiction books were borrowed from the Academy's library facilities which is up from 1,180 last year, which is an increase of 300%.

Literacy data shows students, on average, exceeding chronological ages in Key Stage 3. The Average Literacy Age has increased consistently since September 2017 and is higher than the average chronological age for the cohort.

Accelerated Reader data shows that, on average, all the students taking part with this intervention strategy make progress with their reading age. This can be particularly evidenced with our Year 8 cohort who have followed AR for one year; they are now 57% below expected which is up from 83% and they now have an average reading age of 11.7 (which is up from -2.1 gap to -0.07 to their chronological age)

Students following the STAR curriculum have improved their reading age and moved up through the modules on the Fresh Start Miskin programme, with many students able to move off this programme within Year 7. Students who took the STAR programme last year in Year 7 have now moved up 27% bringing the total below expected from 100% to 73%. These students continue to be supported through Accelerated Reader.

Attendance

Our overall rates of absence for 2020 at 4.5% was in the lowest 20% of schools with a similar deprivations. The overall persistent absence at 11.6% was also in the best 20% nationally for schools with similar deprivations.

Outcomes

Analysis of the 2018 outcomes show progress for disadvantaged students at -0.25, compared with the non-disadvantaged students of +0.11. The internal GAP was 0.36.

In 2019 there was an improvement in the outcomes of disadvantaged students to -0.10, which compared favourably with the National picture for the grouping. However, further improvements to the non-disadvantaged students, increased the internal GAP to -0.48.