

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of pupils in school	949
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Maria Satchwell
Pupil premium lead	Kate Barnes
Governor / Trustee lead	Stewart Roberts Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,395
Recovery premium funding allocation this academic year	£95, 496
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£447, 891

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.

This Strategy outlines how the pupil premium funding will be spent to narrow the achievement gap between disadvantaged and non-disadvantaged students, ensuring all students reach their full potential. As recommended by the Education Endowment Fund (EEF Guide to Pupil Premium, 2019), we have adopted a tiered approach which prioritises classroom teaching and also incorporates targeted academic support and wider Academy strategies.

Therefore 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 are that 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. 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/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 disadvantaged students and therefore takes every opportunity to develop Cultural Capital with them. This is through the extended curriculum, the development of vocabulary raising aspirations and ensuring that all activities are accessible to all students. 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 with Pupil Premium funding. Steps such as maintaining the average class size at 25 students has an impact on accessibility of the curriculum. This has been supported by Governors and has been funded from various income streams. The Academy has invested in Academic Coaches who perform a specialist Teaching Assistant role with the aim of making the curriculum accessible to different groups of students such as weaker readers, or those lacking resilience.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attainment in literacy and Numeracy</p> <p>Students entering the Academy in Year 7 are showing as 16% below the expected standard in Reading and 24% below the expected standard in Maths. Along with this, our own reading diagnostic testing is showing 27% are below functional age in reading and vocabulary comprehension. A large proportion of these are PP students who need additional help improving both their literacy and numeracy ages. In 2020 following National Lockdowns, it was found that disadvantaged students were still 1.2 months behind on average therefore the need to target reading standards remains key.</p>
2	<p>GCSE outcomes in core subjects</p> <p>Because some students still suffer with missing a large proportion of their KS3 and 4 curriculum due to National Lockdowns, we are looking at ways to catch up pupil premium students' knowledge and progress in English, Maths and Science. The Academy is aiming to decrease the gap between disadvantaged and non-disadvantaged to be in line with National Averages.</p>
3	<p>Engaging disadvantaged students through effective Teaching & Learning</p> <p>Our observations are that some lower attaining disadvantaged students lack metacognitive and self regulation strategies in lessons. We also know that research into the vocabulary gap shows that by the age of 7, disadvantaged students are already behind by around 3000 words to their non-disadvantaged peers. We want to ensure that we are engaging all students in lessons, particularly considering their cognitive load and closing the vocabulary gap between advantaged and disadvantaged students in our Academy.</p>
4	<p>Promoting Cultural Capital</p> <p>The Ofsted Framework states "It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement". At Madeley Academy, we value our Cultural Capital offer and know the benefits this can have to our disadvantaged students. We want to ensure our disadvantaged students benefit from these opportunities in their school life.</p>
5	<p>Progress with SEND students</p> <p>A high proportion of Pupil Premium students have additional SEND needs. 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>
6.	<p>Attendance</p> <p>Attendance of PP students is lower than for non PP students, and the gap historically widens as students progress through the Academy. Our attendance data indicates that attendance among disadvantaged students has been between 3.6 and 2.3% lower than for non-disadvantaged students.</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
<i>Improve Literacy and Numeracy Outcomes</i>	<p>Disadvantaged students reaching and exceeding their chronological age.</p> <p>Diagnostic testing showing that areas such as vocabulary are improved.</p>
<i>GCSE Outcomes, with a focus on EBacc subjects.</i>	<p>GCSE Outcomes show an improvement in the gap between attainment and progress of our disadvantaged students to our none dis- advantaged students.</p> <p>Disadvantaged students to achieve a minimum of -0.2, both above the NA and closing the gap to non-disadvantaged students.</p> <p>By the end of our current plan in 2024/25, more of our disadvantaged students enter the English Baccalaureate (EBacc) and our percentage increased to above 50% In the last 3 years this figure was 14% compared against 19%.</p>
<i>Improve attendance for students eligible for PP</i>	<p>The overall absence rate for all students being no more than 4.5%. Maintaining or improving the attendance gap of 2% between disadvantaged and non-disadvantaged students.</p>
<i>Systems and training ensure wider Academy strategies to support Pupil Premium students</i>	<p>Disadvantaged students thoroughly engaged and involved in lessons and wider Academy strategies (Cultural capital). As a result outcomes and destinations are strong.</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 and Learning

Budgeted cost: £273,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></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>	<p>1, 2, 5, 6</p>
<p><i>Purchase of teaching and learning software such as Accelerated Reader</i></p>	<p>Accelerated Reader has proven to help improve reading ages, particularly with strong improvements with disadvantaged students.</p> <p>Accelerated Reader is a software/ quizzing tool which helps create a culture of reading through choice. Students who read more should perform better in all their academic coursework'</p> <p>https://www.renaissance.com/products/accelerated-reader/</p>	<p>1, 2</p>
<p>7 Star Group – <i>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.</i></p> <p><i>Key Staff Trained in Ruth Miskin Fresh Start phonic programme.</i></p> <p><i>Reading comprehension strategies targeted at the group.</i></p> <p><i>Staff CPD on reading strategies.</i></p>	<p>Phonics</p> <p>The use of phonics has a positive impact overall (+5 months). It 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> <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. It further involves 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>	<p>1, 2</p>

<p><i>Subject based HLTAs in the Core</i></p> <p><i>Subjects such as Maths</i></p>	<p>Teaching Assistant Interventions:</p> <p>Teaching assistants (also known as TAs) 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. The 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 students. It is particularly important to ensure that when students are receiving support from a teaching assistant, it 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>1, 2, 3, 5</p>
<p><i>Smaller Class sizes – core subjects</i></p> <p><i>Less able students who are predominantly disadvantaged students will benefit from smaller class sizes.</i></p> <p><i>Smaller classes in En/MA/Sci/Hums.</i></p> <p><i>Staff from TMAT such as MFL and Maths</i></p>	<p>Reducing Class Sizes</p> <p>Reducing class size is an approach to managing the ratio between students and teachers. 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 sizes has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 students. Small reductions in class size however (for example, from 30 to 25 students) are unlikely to be cost-effective relative to other strategies 2. The gains from smaller class sizes are likely to arise from the increased flexibility for organising learners and the quality and quantity of feedback the students receive <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 2, 3, 5</p>
<p><i>Teaching and Learning Support and CPD for staff</i></p>	<p>As part of the TTMAT our membership covers all courses, including those focusing on closing the gap between attainment of disadvantaged and non-disadvantaged students. The National College provider is a high-quality professional development in education.</p>	<p>3</p>

Targeted academic support

Budgeted cost: £ 103,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Session 3 <i>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.</i></p>	<p>Individual Instruction: Individualised instruction involves providing different tasks for each learner and support at an individual level. It is based on the idea that all learners have different needs. 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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Extending Academy Day: 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 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. Other approaches to increasing learning time are included in other sections of the Toolkit, such as homework, and Holiday schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>2, 5</p>
<p><i>Academic Coaches</i> <i>Academic coaches have been employed for targeted intervention within lessons (not included in the NTP)</i></p>	<p>Government guidance on Academic Mentors states: ‘Academic mentors are salaried, in-house members of staff who work alongside teachers to provide one-to-one and small group subject-specific tuition. This means they can reach a large number of students and embed tutoring within the Academy. Academic mentors are therefore well suited to schools with high levels of disadvantage or high numbers of students in receipt of PP’ Academic coaches target those students needing additional catch up help in lessons.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £83,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Subject Resource Funding Allocations</i>	Addition resource funding for departments to allocate to resources for implementation of curriculum adaptations	1, 2, 3, 5
<i>Build on Cultural Capital offer with the subsidy for Activities and Rewards Days to provide an extensive range of interesting and challenging experiences.</i>	<p>Cultural Capital</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <p>‘Schools facing such challenges (high level of deprivation) are more likely to have adopted compensatory initiatives aimed at increasing students’ cultural capital’.</p> <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 (eg 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.</p> <p>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 (eg house points). Examples of rewards included individual rewards (eg certificates, stickers)”</p>	4
<i>To employ a home liaison worker to reduce absence for those more vulnerable</i>	<p>Attendance:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <p>‘A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus of pupil premium policy’</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>	3, 6

	<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 staff and students particularly for children with a social worker and those who have experienced adversity • communicate effectively with families regarding students' attendance and well-being" 	
<i>Employ student support officers to help reduce confrontation within classroom and improve emotional wellbeing of students around the Academy</i>	<p>Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions "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" https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf "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>	
<i>To employ a part-time SEND Consultant to support vulnerable SEND PP students.</i>	Additional time allocation and expert knowledge used to support and advise the current provision.	5
<i>Peripatetic Music Lessons</i>	Supplying/subsidising peripatetic music lessons for disadvantaged students. No obvious differences between these students and non-disadvantaged students.	4

<p><i>School Uniform</i></p>	<p>Uniform: 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. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. Supplying / subsidising school uniform for disadvantaged students. No obvious differences between these students and non disadvantaged students.</p>	<p>4</p>
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Total budgeted cost: £460, 370

Part B: Review of the previous academic year

Outcomes for disadvantaged students

In terms of our key outcomes, the following outcomes can be seen:

Reading and Numeracy Ages

On average, year 7 PP students improved their reading ages by 1 year and 3 months over an 8-month period. This accounts for 53% of students being on or above their chronological reading age moving up to 60%. A similar success story can be seen in year 8 with 49% starting the Academy at or above their chronological reading age moving up to 70%.

Library borrowing data also showed that more disadvantaged students were accessing the library with an overall borrowing figure of 60%.

Outcomes and Destinations

The gap between disadvantaged students and their non-disadvantaged peers was above the National Average gap. The gap for our high achieving students achieving 5 and above grades was closed further.

Forty-one per cent of Year 11 students were at high or medium risk of becoming NEET. However destinations were strong with 100% of Year 11 securing a placement. One hundred percent of Year 13 students also gained a worthwhile destination. Sixty-five per cent of the students are the first in their family to attend University

Attendance and the Wider Academy

Attendance for disadvantaged students was 88.3% which is above the National Average.

Participation rates in the extended curriculum was high with 92% of students regularly attending at least one Session 3.