



MALBY LEARNING TRUST

Exceptional Experiences. Successful Lives.



Pupil Premium Statement

2023-2026

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. 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 school.

School overview

Detail	Data
School name	Maltby Manor Academy
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	36.77% 139
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Kate Atkin
Pupil premium lead	Mrs Catriona Wilby
Governor / Trustee lead	Sam Boon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210,160
Recovery premium funding allocation this academic year	£0
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	£210,160

Part A: Pupil Premium Strategy Plan

Statement of intent

Curriculum Intent Statement:

Every child possesses unique learning potential, and our curriculum is designed with creativity to provide dynamic learning experiences tailored to each individual. At Maltby Manor, we aspire to create memorable, engaging, and inspiring educational journeys for every child while fostering a passion for learning. Our goal is to empower each child to fully engage in society as a responsible and self-assured citizen.

We firmly believe that an effective curriculum should be grounded in the acquisition of both substantive and procedural knowledge, allowing students to progressively build upon their learning and apply it across various contexts and subjects. By emphasizing cross-curricular teaching, we ensure that the curriculum remains relevant and meaningful.

At Maltby Manor Academy, disadvantaged pupils enjoy equal access to education and exceptional opportunities, just like their peers. We are committed to enabling all disadvantaged pupils to reach their full potential by providing high-quality first teaching and access to well-trained professionals and services.

The key principles of the strategy plan:

- A higher proportion of disadvantaged pupils will attain the expected standard at EYFS, KS1, and KS2, with a focus on accelerating the progress of disadvantaged pupils.
- We will actively monitor the attendance and punctuality of pupils receiving Pupil Premium Grant (PPG) to align with the school and national averages.
- Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress.
- To instil ambitious academic aspirations in pupils, encouraging them to strive for and exceed their targets.
- To craft an engaging curriculum, which ensure that all disadvantaged pupils have access to a broader array of opportunities and exceptional learning experiences.
- To boost the self-esteem and engagement levels of disadvantaged pupils.
- To ensure that the gaps between boys' and girls' attainment is narrowed across all year groups
- We will diligently track and decrease the percentage of persistently disadvantaged pupils' unauthorised absences in alignment with other pupils in the school.
- To increase the percentage attendance of all disadvantaged pupils.
- To provide a diverse range of enrichment activities that expose pupils to different cultures, ideas, and experiences, broadening their horizons and promoting cultural awareness.
- Enrichment opportunities to be accessible to all pupils, irrespective of their socio-economic status, to promote equity and inclusion within the school community.

Challenges

Challenge number	Detail of challenge
In-school barriers	
1	Variability exists among different groups of disadvantaged pupils in terms of their academic achievement and progress when compared to their non-disadvantaged peers. Disadvantaged pupils do not reach the expected national standards at both KS1 and KS2.
2	Some disadvantaged pupils may face unstable or challenging home environments that can disrupt their focus on learning and well-being, impacting their readiness to learn. Pupils carry low aspirations and appear less motivated to do well in all subjects.
3	Disadvantaged pupils may lack access to essential educational resources such as books, technology, and educational support materials, hindering their ability to engage fully in learning.
4	The majority of pupils possess limited awareness of how the skills they acquire in school will be beneficial in their future careers and adult life. They may not fully grasp how the curriculum directly relates to and influences their future prospects allowing them to lead fulfilling and successful lives.

5	There is significant literacy and vocabulary deficit among disadvantaged pupils in early reading is a critical challenge. Many of these students start school with a limited vocabulary and weaker foundational literacy skills, which can hinder their reading development.
External Barriers	
5	Disadvantaged pupils have limited exposure to positive role models who can inspire and guide them toward academic and career success. This results in limited parental engagement and support for education which can hinder a pupil's academic progress, as parents may lack the resources or knowledge to actively participate in their child's learning.
6	Poverty and financial instability can lead to inadequate access to basic necessities, such as nutritious food, clothing, and housing. This can affect a pupil's overall well-being and ability to focus on learning.

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
<p>The percentage of disadvantaged pupils in all year's groups reaching EXS+ increases.</p> <p>The percentage of disadvantaged pupils passing the phonic screener increases.</p> <p>The percentage of disadvantaged pupils passing the multiplication check increases.</p>	Disadvantaged pupils will achieve in line with the national standard in at least all key year groups.
The attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group will narrow by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.	There will be no significant difference between the attainment and progress of Disadvantaged and Non-Disadvantaged.
Disadvantaged pupils who facing unstable or challenging home environments are empowered, with a focus on enhancing their readiness to learn, boosting aspirations, and increasing motivation for academic success across all subjects.	<p>The attendance of disadvantaged pupils will increase.</p> <p>Disruptive behaviour amongst disadvantaged pupils will decrease, indicating improved self-regulation and emotional well-being.</p> <p>There will be an increase in parental involvement in their children's education, measured by participation in school activities, attendance at parent-teacher meetings, and active support for their child's learning journey.</p>
All pupils will be equipped with the correct resources needed for them to be successful.	<p>Parents and guardians will be informed about the availability of resources and encouraged to actively participate in ensuring their children have access to what they need for their education.</p> <p>Enrichment opportunities will provide pupils with additional resources.</p>
Pupils will have a strong awareness of how the skills they acquire within school will allow them to lead successful and fulfilling lives.	<p>Children can explain how their learning will link to future jobs and careers.</p> <p>Children's aspirations for their own futures are beyond the local community.</p> <p>Increase in number of Disadvantaged children attending visits and extra-curricular opportunities</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in show that more than 70% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in show that more than 70% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Rates of persistent absence in PPG children are in line with or better than other children.

Intended outcome	Success criteria
	<ul style="list-style-type: none"> Overall rates of attendance for PPG children improve and are in line with other children.
Specific tracking/targeting of Disadvantaged pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.	PA rates amongst Disadvantaged pupils reduces to inline or below national levels.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Develop parental engagement through a range of informal and formal strategies including coffee morning, specific parents targeted for aspirational discussions and promotion of PP MLT document.	Parental survey shows parents of Disadvantaged pupils are supportive of school and actions taken Parental surveys indicate increasingly high proportions of pupils are happy at school

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: £ 36,625

Activity	Evidence that supports this approach	Challenge number addressed
Delivering personalised coaching and mentorship support facilitated by phase leaders, utilising the MLT teaching and learning standard, which explicitly incorporates Walkthrus as a source of guidance and assistance.	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	1
Implementing the iris system as a valuable tool to support the development of teachers into reflective practitioners by providing them with detailed insights into their teaching methods and classroom interactions.		1
Purchase of standardised assessments which provide a detailed gap analysis. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Offer a customised blend of internal and external PLD support to empower teachers in addressing specific areas of improvement in their teaching practices, thereby enhancing the overall quality of education. This ensures that all teachers, including those who are new to the school (ECTs), stay current with their PLD requirements.	Warwick University has researched and found that schools rated as "high" in terms of evaluation of CPD were able to evaluate the impact on pupil learning outcomes	1
Access RWI training to ensure all children receive the very best phonics provision.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF.	1,3,5

A consistent and researched based approach to high-quality interactions ensures all children across school are given deliberate opportunities for talk throughout the curriculum.	Given the challenges children face with their initial language acquisition, it is imperative to further advance the utilisation of sentence stems and talk frames to provide effective support when children respond to questions. We will continue to use Oracy through Voice 21 to guarantee the uniform implementation of strategies across the school that encourage discussion and metacognition during sessions.	1,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 120,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a SALT to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. <ul style="list-style-type: none">• Daily high-quality phonics sessions taught by fully trained staff.• Additional interventions will be planned for throughout the day for targeted children (bottom 20%).• Bottom 20% of readers have been identified and shared with the class teachers.• Teachers teach the bottom 20% of readers in RWInc sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,5
SENCO to ensure interventions, delivered 1:1 or through small group work, are in-line with EHCP and specific needs are met and are continuously and refined and adapted. Engage all children in high quality one to one or small group tuition through highly trained AP support which will further supplement quality first teaching.	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,5
Engaging and supplementing the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £ 75,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and train the Pastoral Family support worker in Thrive to ensure all families feel listened to and that we meet the needs of every member of the family.	We have realised that after developing such a positive relationship with our families over the past 5 years, that we now need to ensure we build upon this by addressing the stigma surrounding outreach support for families. We are also aware that the thresholds for social care have changed over the past few years and we want to ensure that we support families that may not now meet threshold for section 17 or 47. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,4,5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/admin officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3,4,5,6
Increasing access to Before/After school clubs, trips and residential visits	All clubs in school, either before or after, are either heavily funded or free for disadvantaged children. We want to ensure that all disadvantaged children have access to a varied range of clubs and as a result, a range of clubs are offered per week to children and families. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	2,3,4,5,6
Ensure all children has the right to learn a musical instrument	We are committed to supporting children interested in learning to play an instrument. We allocate some of our funding to provide opportunities for targeted pupils to access music lessons. Additionally, we are implementing a new progressive music scheme that enhances our curriculum and encourages musical development. Throughout the year, children perform for parents during music assemblies, and disadvantaged students have the opportunity to perform with our choir at various events across Rotherham, such as the One Voice concert. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4,6
To enhance pupils' cultural capital by providing a breadth of exceptional experiences.	Over the past couple of years, we have developed a strong understanding of our community and the gaps that develop within our children's learning. Many of these gaps link to lack of experiences and not having the opportunity to make links from these experiences. Many of our disadvantaged children will not leave the local area for months at a time. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and	2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>the Creative Curriculum allows opportunities for cultural development.</p> <p>We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on visits such as Bamburgh, KidZania, Houses of Parliament, to the seaside and to the theatre. This has had a huge impact on children's knowledge and children are beginning to link their learning to experiences they've had.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Develop parental engagement through a range of informal and formal strategies enhancing communication streams using MyEd, Facebook and email and See saw</p> <p>Plan for experiences within the academy where parents can attend and celebrate/support their children's learning.</p>	<p>The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.</p>	2,5,6

Total budgeted cost:

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 2023 to 2024 academic year.

Intended outcome	Review 2023-2024
<p>The percentage of disadvantaged pupils in all year's groups reaching EXS+ increases.</p> <p>The percentage of disadvantaged pupils passing the phonic screener increases.</p> <p>The percentage of disadvantaged pupils passing the multiplication check increases.</p>	<p>There is still a gap between disadvantaged and non-disadvantaged children across all year groups. Targeted support for disadvantaged pupils will be identified and implemented in the next academic year to help close this gap.</p>
<p>The attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group will narrow by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.</p>	<p>There still remains a significant gap between disadvantaged and non-disadvantaged. Class teachers to develop further understanding how to adapt planning to target specific gaps within learning through further CPD and targeted pupil progress meeting.</p> <p>The Pupil Premium Champion works alongside class teachers to closely monitor the progress of all pupils. EEE documents are updated on a termly basis where progress is monitored closely. Targeted boosters have taken place in Years 4 and 6 to boost progress and attainment through the NTP.</p>
<p>Disadvantaged pupils who facing unstable or challenging home environments are empowered, with a focus on enhancing their</p>	<p>There has been a notable increase in parental involvement in children's education, as evidenced by higher participation in school</p>

Intended outcome	Review 2023-2024																																																																
<p>readiness to learn, boosting aspirations, and increasing motivation for academic success across all subjects.</p>	<p>activities, increased attendance at parent-teacher meetings, and active support for their children’s learning journeys.</p> <p>Currently, attendance for disadvantaged children is 1.9% below the FFT national average, with a focus on Reception and Year 3 as these year groups have a higher number of pupils identified as Persistently Absent (PA). The new Attendance Lead has established positive relationships with families and conducted a series of meetings to identify the root causes of poor attendance. Additionally, the Attendance Lead is working to build relationships with students to actively engage them in school.</p> <p>The launch of the Trust’s "Attendance Matters" initiative has further emphasized the importance of attendance, introducing rewards and educational programs for both children and parents about why consistent attendance is crucial.</p> <p>Behaviour among disadvantaged pupils has also improved due to early interventions such as morning check-ins, pastoral support, the Thrive program, and the implementation of Zones of Regulation. These initiatives have significantly enhanced students' readiness to learn.</p> <table border="1" data-bbox="683 757 1474 976"> <thead> <tr> <th colspan="3">FSM6</th> <th>All</th> <th>R</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>151</td> <td>School</td> <td>89.9%</td> <td>87.0%</td> <td>94.0%</td> <td>89.4%</td> <td>88.3%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>91.8%</td> <td>90.1%</td> <td>91.3%</td> <td>91.9%</td> <td>92.2%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-1.9%</td> <td>-3.1%</td> <td>+2.6%</td> <td>-2.5%</td> <td>-3.9%</td> </tr> <tr> <th colspan="3">Not FSM6</th> <th>All</th> <th>R</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> </tr> <tr> <td>Not FSM6</td> <td>213</td> <td>School</td> <td>94.3%</td> <td>94.1%</td> <td>94.7%</td> <td>91.4%</td> <td>95.7%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>95.2%</td> <td>94.1%</td> <td>95.0%</td> <td>95.4%</td> <td>95.6%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-0.9%</td> <td>0.0%</td> <td>-0.3%</td> <td>-4.0%</td> <td>+0.1%</td> </tr> </tbody> </table>	FSM6			All	R	Year 1	Year 2	Year 3	FSM6	151	School	89.9%	87.0%	94.0%	89.4%	88.3%			FFT National	91.8%	90.1%	91.3%	91.9%	92.2%			Difference	-1.9%	-3.1%	+2.6%	-2.5%	-3.9%	Not FSM6			All	R	Year 1	Year 2	Year 3	Not FSM6	213	School	94.3%	94.1%	94.7%	91.4%	95.7%			FFT National	95.2%	94.1%	95.0%	95.4%	95.6%			Difference	-0.9%	0.0%	-0.3%	-4.0%	+0.1%
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<p>All pupils will be equipped with the correct resources needed for them to be successful.</p>	<p>Parents and guardians are being actively informed about available resources and encouraged to participate in ensuring their children have access to essential educational tools. Regular updates are shared with parents regarding various initiatives, including workshops, coffee mornings, early help support, pre-loved events, and an open-door policy for communication. Additionally, stay-and-play sessions provide further opportunities for engagement.</p> <p>To specifically address the needs of disadvantaged pupils, a range of enrichment opportunities have been delivered this academic year. These include targeted experiences such as visits to the Tower of London, workshops at the Artist Library, a smooth bike experience with ABM, and workshops at AMRC. These initiatives not only enhance students' educational experiences but also foster a sense of community and support among families.</p> <p>By providing these resources and opportunities, it ensures that all pupils, particularly those from disadvantaged backgrounds, have access to enriching educational experiences that can help bridge gaps in their learning.</p> <p>The new core learning characteristics have been implemented and have placed an emphasis on behaviours. We have pinpointed six essential characteristics that we are beginning to instil in within our children. Every aspect of our approach is designed to foster the growth of these fundamental attributes.</p>																																																																
<p>Pupils will have a strong awareness of how the skills they acquire within school will allow them to lead successful and fulfilling lives.</p>	<p>Children are beginning to articulate how their learning connects to future jobs and careers, demonstrating a growing awareness of the skills and knowledge needed in the workforce.</p> <p>To support this development, there has been a notable increase in the number of disadvantaged children participating in visits and extra-curricular opportunities. Initiatives that have contributed to this include:</p>																																																																

Intended outcome	Review 2023-2024																
	<ul style="list-style-type: none"> • After School Clubs: A variety of clubs designed to engage children in different interests and skills. • Enrichment Activities: Additional visits e.g. Tower of London have provided experiences that enhance learning beyond the classroom. • STEM Week and Arts Weeks: Themed weeks have encouraged creativity and critical thinking, whilst highlighting potential career paths in science, technology, engineering, arts, and mathematics. • Guest Visitors: Professionals, including an archaeologist, have visited the school to discuss their careers, inspiring students to consider various paths. • Wider Curriculum Integration: Career awareness has started to be woven into the curriculum and will continue to be further developed into the next academic year. 																
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • SALT provision has continued to be in place with good attainment. Regular pupil progress meetings ensured that bespoke SALT interventions were identified and delivered for key children. • All children on the caseload received reviews and individualised programmes once a term, unless they are seen by another SALT team member. • In house Speech and language sessions have take place in house to ensure that attendance has been successful. 																
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • The implementation of 25 reads has been launched and has seen and increase in children’s passion for reading within school. • The review of school reading books has taken place in place for the new academic year throughout all year groups. • Author visits to raise aspirations and expose children to different styles of books. 																
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • 35% of PPG children achieved the EXS+ at the end of KS2. 																
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance remains below national at 92.5% with 26% persistent absences for the academic year 23-24. Moving into the next academic year the following year groups remain a focus as <table border="1" data-bbox="671 1263 1469 1375"> <thead> <tr> <th colspan="2" data-bbox="671 1263 858 1292">Attendance Headlines</th> <th colspan="4" data-bbox="1161 1263 1278 1292">YEAR TO DATE</th> </tr> <tr> <th data-bbox="671 1308 858 1337">All Pupils</th> <th data-bbox="858 1308 1045 1337">Girls</th> <th data-bbox="1045 1308 1232 1337">Boys</th> <th data-bbox="1232 1308 1418 1337">FSM6</th> <th data-bbox="1418 1308 1469 1337"></th> </tr> </thead> <tbody> <tr> <td data-bbox="671 1346 858 1375">92.5% ●</td> <td data-bbox="858 1346 1045 1375">92.4% ●</td> <td data-bbox="1045 1346 1232 1375">92.6% ●</td> <td data-bbox="1232 1346 1418 1375">89.9% ●</td> <td data-bbox="1418 1346 1469 1375">□</td> </tr> </tbody> </table> <p data-bbox="711 1391 1422 1447">these years groups were below FFT national at the end of the academic year. Y1,Y3 and Y6.</p>	Attendance Headlines		YEAR TO DATE				All Pupils	Girls	Boys	FSM6		92.5% ●	92.4% ●	92.6% ●	89.9% ●	□
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Specific tracking/targeting of Disadvantaged pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.	<p>Persistent absences remains high at 26%, the attendance lead a key children/ families in which she is working with the increase attendance. This academic year the LA Attendance Officer has supported on a number of meetings with parents to enhance our attendance offer.</p>																
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>In the March parent survey out of 185 parents 111 (60%) strongly agreed that their child was happy at school and 68 (37%) Agreed 3% disagreed.</p> <p>67% strongly agreed that their child feels safe at school and 32% agree, 35% strongly agreed that the pupils are well behaved and 44% agree with 2% who disagree.</p> <p>There are minimal incidents of bullying and where the term bullying has been used investigations have taken place and have been founded to be isolated incidents.</p>																

Intended outcome	Review 2023-2024
	<p>Y4 currently has the highest uptake of clubs at around 50% and this is mainly amongst the boys. Enrichment is provided through our program of exceptional experiences, visitors coming into school to support learning across the curriculum and special events. PP children have the first option when signing up for the term's clubs.</p> <p>There is a strong pastoral offer through the implementation of in-house pastoral support through our family support worker, the implementation of thrive. Where further support is needed referrals to MAST and With me in mind have been made impacting positively on children's well-being.</p>
<p>Develop parental engagement through a range of informal and formal strategies including coffee morning, specific parents targeted for aspirational discussions and promotion of PP MLT document.</p>	<p>Throughout the academic year a number of parent sessions have been hosted:</p> <ul style="list-style-type: none"> - SEND coffee mornings - Early Help drop in sessions - Preloved events - 1:1 parent meeting where bespoke support is offered. - Regular social media updates linked to resources to access. <p>There are strong parental relationships within school, with all of these sessions having a positive uptake and impact. This allows parents to feel value, listened to and supported and ask for support when needed. The pre-loved event is now working across the Maltby community and reaches parents outside of our community.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle
RWInc	Oxford University Press
RWI Phonics Online	
Ruth Miskin	
Nessy Learning Dyslexia	Nessy Learning Limited
Thrive Approach	Thrive NHS
White Rose Maths	Trinity Mat
CUSP Spelling and Writing	CUSP
Mr P ICT	Mr P ICT
Language Angels	NuBridge Publishing
Deepening Understanding	Planpanion
Digimaps	The University of Edinburgh
Closing the gap	Master the Curriculum