



## Pupil Premium (PP) strategy 2023-2024

Summary information					
Total Budgeted Amount including Pupil Premium & Recovery Premium			£164,415	Date of review	September 2023
Total number of pupils	568	Number of pupils eligible for PP	2019-2020 53 (17%) 2020-2021 84 (22%) 2021-2022 104 (22%) 2022-2023 110 (20%) 2023-2024 106 (19%)	Date for next internal review strategy	November 2024
<b>Attainment Data KS2</b>  <b>Attainment Data KS1</b> Headline: PP pupils' attainment at the expected standard at KS2 is above national in all areas					

## Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans for education recovery following the COVID-19 pandemic, notably in our targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will monitor carefully the number of pupils eligible for the grant and any noticeable patterns to this overtime.

Challenges to achievement identified among our disadvantaged pupils	
<b>A.</b>	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
<b>B.</b>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
<b>C.</b>	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry at baseline.
<b>D.</b>	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
<b>E.</b>	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behaviours for learning, social interactions, emotional regulation and academic progress.
<b>F.</b>	Our attendance data indicates that attendance among disadvantaged pupils has been 1.7% lower than for non-disadvantaged pupils and persistent absence was 5.8% higher than non-disadvantaged children.
<b>G.</b>	Conceptual Understanding: Attainment at greater depth in Reading, Writing and Mathematics. Although 59% of PP pupils achieve the expected standard in RWM at the end of KS2, only 6% achieved at greater depth in the combined measure.

Intended outcomes		Success criteria
<b>A.</b>	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.
<b>B.</b>	Improved reading attainment among disadvantaged pupils.	The percentage of children achieving the expected standard and greater depth in Reading is in line with all children nationally.
<b>C.</b>	Improved maths attainment for disadvantaged pupils at the end of KS2	The percentage of children achieving the expected standard and greater depth in Maths is in line with all children nationally.
<b>D.</b>	To achieve and sustain improved wellbeing for all pupils in our academy, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice and teacher observations</li> <li>• a high level of participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• opportunities for further enrichment in trips, sporting events and workshops</li> <li>• counselling and mentor support is provided and feedback is positive</li> <li>• behaviour monitoring shows a reduction in incidents with disadvantaged children.</li> </ul>
<b>E.</b>	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced</li> <li>• the percentage of all pupils who are persistently absent decreases and the gap closes with their non disadvantaged peers.</li> </ul>

## Review of Strategy

We have noted that the number of pupils eligible for the grant is rapidly decreasing over time, from cohort to cohort, for example in year 6, 36.7% of children are eligible, and this decrease to 5.7% in year 1.

Due to the change in the Universal Free School Meal offer to all primary aged children, we have noted that this may impact the number of parents completing the eligibility application form. MRA undertakes various work to support parents in completing this form.

We have analysed the performance of our disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

Data from Key stage tests confirm that, in addition to some strong individual performances, the attainment of the disadvantaged pupils in 2022-23 at the end of KS2 in Maths, Reading and Writing was above national at EXS + and in line with national at greater depth and above in Writing.

Our disadvantaged pupils made excellent progress and achieved excellent outcomes in phonics, 90% passed compared to 79% of all children nationally.

There remains an attainment gap between our disadvantaged pupils and non-disadvantaged pupils since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

The attendance among our disadvantaged pupils improved at 94.5% and was both higher than the PP national attendance 88.6% and higher than all children nationally at 94%. However, absence was 1.7% higher than non-disadvantaged peers at MRA. Persistent absence decreased but was still 5.8% higher than non-disadvantaged children. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year continuing the tried and tested approaches which achieve high impact, ceasing those that have not achieved the desired impact and reviewing and adapting others.

## PP Strategy Review of 2022-2023

### High Quality Teaching

Action	Intended outcome	What was the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Mathematics Mastery in all years.	Improved progress and attainment. Increase % of PP pupils working at GD.	Proven impact in 2016-2022	SLT MMSL leader to support all staff including ECTS. Further development work to take place with MM Consultant Continuous CPD Successful development days and external reviews. Additional MLT MMSL to support SLT with growth of subject area.	KR	Maths PP Attainment KS1 EXS+ 64% (Nat NPP 68% PP 52%) KS1 GD 0 % KS2 EXS+ 82% (Nat All 73%) KS2 GD 24% (Nat All 24%) <b>Continue</b>
Read Write Inc. in Rec –Year 3 where needed	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2015-2022	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Renewal of RWI text books to ensure there is one between 2 children.	KR	Phonics Y1PP Pass 90% (Nat 79%) Reading PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 51%) KS1 GD 0 % KS2 EXS+ 76% (Nat All 73%) KS2 GD 9% (Nat All 29%) <b>Continue</b> KS2 GD 29% (Nat 29%) Cost £6500 <b>Continue</b>

Daily Supported Handwriting	Improve outcomes in writing for PP children	Proven impact in 2020-2022	Regular monitoring of teaching input, triangulated with frequent book checks and analysis so that PP pupils progress. CPD and development days.	KR/ LR/ BB	Writing PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 41%) KS1 GD 0% KS2 EXS+ 76% (Nat All 71%) KS2 GD 18% (Nat All 13%) <b>Adapt and review approach</b> Cost £2000 <b>Adapt and review approach</b>
Whole Class Reading & Reading Journals	Improve outcomes in comprehension for Y2-Y6 PP pupils	Proven Impact 2020-2022	Leader with KS2 experience. Continuous professional development as well as initial training days.	LR	Phonics Y1 PP Pass 90% (Nat 79%) Reading PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 51%) KS1 GD 0 % KS2 EXS+ 76% (Nat All 73%) KS2 GD 9% (Nat All 29%) <b>Adapt and review approach</b>
Accelerated Reader Programme	Improve outcomes in reading and access to books for PPG pupil	Proven impact 2020-2022	Leader with KS2 experience. Continuous professional development as well as initial training days.	LR	Phonics Y1 PP Pass 90% (Nat 79%) Reading PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 51%) KS1 GD 0 % KS2 EXS+ 76% (Nat All 73%) KS2 GD 9% (Nat All 29%) <b>Continue</b>

Being a Writer Approach	Improved outcomes in writing in KS 2 Close PPG gap in KS2 Increase % of PPG pupils working at GD.	Proven impact in primary schools in Hackney. Expertise within leadership team. Based on research and sound pedagogy.	Leader with this experience. Continuous professional development as well as initial training days.	BB	Writing PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 41%) KS1 GD 0% KS2 EXS+ 76% (Nat All 71%) KS2 GD 18% (Nat All 13%) <b>Continue</b>
Talk Through Stories	PP children in YR-Y2 have a curriculum that extends and deepens their comprehension and vocabulary.	Impact at MPA in KS1 in closing the vocabulary gap	Early reading Leader to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled in EYFS and KS1	KR	Phonics Y1 PP Pass 90% (Nat 79%) Reading PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 51%) KS1 GD 0 % KS2 EXS+ 76% (Nat All 73%) KS2 GD 9% (Nat All 29%) <b>Continue</b>
<b>Total budgeted cost</b>					<b>£32,997</b>

Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Phonics Tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact phonics results from 2017 onwards	Experienced and highly trained skilled staff will run 1:1 interventions, these will be monitored by Reading Leader.	RC	Phonics Y1PP Pass 90% (Nat 79%) <b>Continue</b>
Daily Supported Reading Intervention groups	Daily reading session with 1:6 providing further reading practice	Proven impact in MRA 2015-2021	Experienced and highly trained skilled staff will teach PP groups, these will be monitored by class teachers and reading leader. Continuous CPD.	RC	Reading PP Attainment KS1 EXS+ 55% (Nat NPP 67% PP 51%) KS1 GD 0 % <b>Do not continue</b>
Educational Psychology support	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.	MT	See individual Case Studies <b>Continue</b>
Attendance Support	To support PP Pupils whose attendance drops below 97%.	Proven Impact in 2015-2022	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality. Whole academy as well individual pupil attendance to improve.	RC	PP = 94.5% (Nat PP 88.6% & Nat All 94%) <b>Continue</b>

Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language.	Proven impact in 2015-2022	Speech and Language Therapist and MRA Staff will plan, deliver and review interventions every 4-6 weeks.	MT	See individual case studies <a href="#">Continue</a>
A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation.	SDSL	See individual case studies <a href="#">Continue</a>
Maths interventions inc Early Bird Interventions	Provide support for pupils at risk of falling behind and challenge groups to increase % working at greater depth.	Proven impact	Class Teachers, Maths Lead and Principal to review impact of interventions regularly in Pupils Progress Meetings.	KR	Maths PP Attainment KS1 EXS+ 64% (Nat NPP 68% PP 52%) KS1 GD 0 % KS2 EXS+ 82% (Nat All 73%) KS2 GD 24% (Nat All 24%)
Free School Meal Assessment	Early identification of children who are eligible for Free School Meals and as a result the Pupil Premium Grant	Identification of children for additional support Recommended service from Hackney Education	Hackney education provide this service. Regular communication shared with academy admin team.	ND	<a href="#">Continue</a>
<b>Total budgeted cost</b>					£50,639

Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional Teaching Staff	Deployed to support interventions and provide additional pastoral and academic support.	Proven Impact	Interventions to be monitored by middle leaders/ subject leaders and class teachers.	SLT	KS1 PP RWM Combined EXS + 55% KS2 PP RWM Combined EXS + 59% GD 6% (Nat All 59%)
Extended Hours and Enrichment Clubs	To offer enrichment activities to PP pupils who may not otherwise access this opportunity, and provide extended hours to support families into work. Provide concessionary rates for all PP pupils.	Proven Impact	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	ND	74% of PP children accessed at least one club. <b>Continue</b>
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact	To ensure timetable of workshops include as many parents as possible, slides available via PAM so all can access support at home. Act on parent feedback after workshops.	ND	Attendance at Workshops decreased over the year. <b>Adapt and review approach</b>

Music Taster Sessions	To provide opportunity for PP pupils to learn a wide range of orchestral instruments with goal of starting an Academy Orchestra	Close gap of opportunity between pupils	Ensure 100% PP pupil priority.	AB	Demand for Music Tuition continues to increase. <b>Adapt and review approach</b>
Breakfast club	To provide a healthy breakfast to vulnerable pupils	Proven impact for health, wellbeing, attendance and punctuality.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship.	ND	PP = 23% of 140 children accessing Breakfast Club daily for the year. Improved Punctuality and Attendance for key children. <b>Continue</b>
Trip Programme	To provide an extensive enrichment offer to ensure all PP children have experienced key visits in London and Kent	Proven impact of Cultural Capital	An allocated member of the admin team will co ordinate and plan all trips for all classes, co ordinating fully with phase leaders. All trips are mapped in accordance with curriculum offer	SG	42 trips completed successfully in 22-23 <b>Continue</b>
<b>Total budgeted cost</b>					<b>£77,387</b>

**PP Strategy 2023-2024****High Quality Teaching**

<b>Action</b>	<b>Intended outcome</b>	<b>What was the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost &amp; Impact</b>
Mathematics Mastery in all years.	Improved progress and attainment. Increase % of PP pupils working at GD.	Proven impact in 2016-2023	SLT MMSL leader to support all staff including ECTS. Further development work to take place with MM Consultant. CPD. Successful development days and external reviews. Additional MLT MMSL to support SLT with growth of subject area	KR	£4,050
Read Write Inc. in Rec –Year 3 where needed	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2015-2023	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Renewal of all RWI books.	KR	£1,000
Daily Supported Handwriting	Improve outcomes in writing for PP children	Proven impact in 2020-2023	Regular monitoring of teaching input, triangulated with frequent book checks and analysis of PP pupil progress. Continuous CPD and development days. Appointment of Project leads for this area.	LR	£1,000

Whole Class Reading & Reading Journals	Improve outcomes in comprehension for Y2-Y6 PP pupils	Proven Impact 2020-2023	<p>Leader with KS2 experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Every Child has a reading record that are kept in the academy for key children to ensure they are able to maintain the high expectations and keep up with their non disadvantaged peers.</p> <p>Continue to increase number and range of books to ensure these reflect and mirror the diverse community MRA serves.</p>	LR	£2,000
Accelerated Reader Programme	Improve outcomes in reading and access to books for PPG pupil	Proven impact 2020-2023	<p>Leader with KS2 experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Increase range of books for Y5-Y6 library.</p>	LR	£2,500
'Being a Writer' Approach	<p>Improved outcomes in writing in KS 2</p> <p>Close PPG gap in KS2</p> <p>Increase % of PPG pupils working at GD.</p>	<p>Proven impact in primary schools in Hackney.</p> <p>Expertise within leadership team.</p> <p>Based on research and sound pedagogy.</p>	<p>Leader with this experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Reviewed curriculum, improvements made where needed to the MTPS.</p>	BB	£1,000
Talk Through Stories	PP children in YR-Y2 have a curriculum that extends and deepens their comprehension and vocabulary.	Proven impact 2022-2023	Early reading Leader to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled in EYFS and KS1.	KR	£500

Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Phonics Tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact phonics results from 2017 -2023	Experienced and highly trained skilled staff will run 1:1 interventions, these will be monitored by Reading Leader.	RC	£5,000
Educational Psychology support	To support PP pupils to overcome difficulties in specific learning areas and with behaviours.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review child centred plans every 4-6 weeks. There will be a reduction of incidents of poor behaviour among disadvantaged children.	LFN	£5,250
Attendance Support	To support PP Pupils whose attendance drops below 97%.	Proven Impact in 2015-2023	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality. Whole academy as well individual pupil attendance to improve.	SO	£2,300
Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language.	Proven impact in 2015-2023	Speech and Language Therapist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. There will be a reduction of incidents of poor behaviour among disadvantaged children.	LFN	£18,617

A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation. There will be a reduction of incidents of poor behaviour among disadvantaged children.	SO	£11,700
Re engagement Team Unit Hackney	Support for children who are at risk of exclusions	Proven Impact across Hackney in reducing exclusions	Key children identified for specialist support from trained team. Reduction in incidents and reduction in fixed term suspensions.	SO	No cost
Maths interventions inc Early Bird Interventions	Provide support for pupils at risk of falling behind and challenge groups to increase % working at greater depth.	Proven impact	Class Teachers & Maths Lead to review impact of interventions regularly in Pupils Progress Meetings.	KR	£1,000
Free School Meal Assessment	Early identification of children who are eligible for Free School Meals and as a result the Pupil Premium Grant	Identification of children for additional support Recommended service from Hackney Education	Hackney education provide this service. Regular communication shared with academy admin team.	SO	£4,875

Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional Teaching Staff	Deployed to support interventions and provide additional pastoral and academic support	Proven Impact	Interventions to be monitored by middle leaders/ subject leaders and class teachers. Experienced additional teacher to support in EYFS – Y2. Y6 Cohort to have 3 teachers for 2 classes.	SLT	£62,347
Extended Hours and Enrichment Clubs	To offer enrichment activities to PP pupils who may not otherwise access this opportunity, and provide extended hours to support families into work. Provide concessionary rates for all PP pupils.	Proven Impact	Allocate places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	SO	£20,966
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact	To ensure timetable of workshops include as many parents as possible, slides available via PAM so all can access support at home. Act on parent feedback after workshops.	JW	£500

Music Tuition and Brass Project	To provide opportunity for PP pupils to learn an instrument with clear progression	Close gap of opportunity between pupils	Ensure PP pupil priority. New Leader of Music to drive project. Y3 to access the Brass project starting with recorders.	PC	£3,000
Breakfast club	To provide a healthy breakfast to vulnerable pupils.	Proven impact for health, wellbeing, attendance and punctuality.	Allocate places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship.	SO	£8,810
Trip Programme	To provide an extensive enrichment offer to ensure all PP children have experienced key visits.	Proven impact on Cultural Capital	An allocated member of the admin team will co ordinate and plan all trips for all classes, co ordinating fully with phase leaders. All trips are mapped in accordance with curriculum offer.	SLT	£8,000
<b>Total budgeted cost</b>					<b>£164,415</b>