

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Magnus Academy
Number of pupils in school	763
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2023
Statement authorised by	Anna Martin Head of Academy
Pupil premium lead	Garth Freeman Assistant head teacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,995
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	£344,995

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our intention at the Magnus Academy is that all students regardless of their background make good progress during their time at the academy and attain well in all areas of our high challenge curriculum. This will provide all students with not only a good set of exam results but also with the skills that they need to integrate effectively into society.

Our strategy is based around highly effective teaching and learning. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the academy. The strategy will focus on equipping the highly effective teachers at the academy with the tools they need to design high challenge, knowledge rich and accessible curriculums across all subjects and giving these teachers the tools to implement their curriculum. Highly effective assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. The feedback produced by the assessments will ensure that.

- The curriculum across the academy is maintained at high level of challenge.
- The data produced is analysed quickly to ensure appropriate interventions are swiftly put in place to close the gap.
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level.

This cyclical process will be maintained throughout the entire academic year.

The strategy will also aim to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. The enrichment programme at the school will aim to develop the character of all students by exposing them to experiences they may not have access to within their community.

The pupil premium strategy has also been integrated into the wider educational recovery plan or 'catch up' plan. We intend to utilise highly effective tutors to catch up our disadvantaged pupils to their peers. The strategy will also include highly effective literacy and numeracy interventions as many of our disadvantaged pupils arrive at the academy significantly below the national average for these measures.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and literacy ages of the KS3 students coming in from primary schools are lower than the national average. Diagnostic assessments using the GL assessment package highlighted that disadvantaged students at the academy are even further behind compared to their peers.</p> <p>GL assessments and KS2 SAT's data revealed that current Y7 students on average have a reading scaled score of 99.0 (national average being 100) and 15 students within the cohort scoring attaining a score between 74-81. This is significantly greater than the national average scores for this year group. This pattern of poor reading ability is reflected in year 8 (95.6) and 9 (97.8) on entry. This has been a continuous trend for the last 3 academic years.</p>
2	<p>The mathematical ability of the KS3 students coming in from primary schools are lower than the national average. Diagnostic assessments using the GL assessment package highlighted that disadvantaged students at the academy are even further behind compared to their peers.</p> <p>KS2 data has revealed that overall, the Y7 students at the academy have an average maths standard age score of 98.7 and 7 disadvantaged students are in the bottom percentile nationally.</p>
3	<p>The assessment data from all year groups across the academy has identified that disadvantaged pupils are falling behind. This is particularly evident in the 2024 / 2025 Y11 cohort's performance in their exams. Disadvantaged students recorded a P8 score of -0.54 whereas their more advantaged peers recorded a P8 score of -0.16. This gap is even more evident from the internal data from other year groups.</p> <p>Internal question level analysis data has also revealed that disadvantaged pupils have significant knowledge gaps. This is certainly due to the poor attendance from some disadvantaged pupils. The current PA % at the academy is 29%. 42% of this 30% are disadvantaged pupils.</p>
4	<p>Motivation and engagement of disadvantaged pupils in relation to their learning is resulting in poor behaviour within lessons. Internal data relating to removals from lessons has shown that 57% of removals relate to disadvantaged students. A large percentage of the students in detention are disadvantaged pupils.</p> <p>At the Academy we report on 5 proxies for learning during the reporting system. The 5 proxies include organisation, homework, behaviour, attendance and punctuality. Disadvantaged students particularly struggle with organisation and homework.</p>
5	<p>The wellbeing of all pupils during the lockdown's was monitored rigorously. All pupils were affected emotionally and socially during this period. Many families reported anxiety issues within their child upon returning to school. This has certainly affected the attendance of some disadvantaged pupils which stands at 89.3% for HT1. This is below the national average for disadvantaged pupils at 90%.</p> <p>Students have also missed many opportunities to enrich their lives due to the lockdowns and the restrictions that have been put in place since. This must be rectified using the enrichment curriculum during this academic year. Since the</p>

	lockdown we have also entered a period of financial difficulty for the most disadvantaged families. The PP budget will be used to support disadvantaged families
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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
Improve the attainment and progress of disadvantaged pupils year on year	<p>By the end of our current plan the attainment and progress scores of disadvantaged students in KS4 will have improved and the gap between disadvantaged students and their peers will have significantly reduced.</p> <p>In 2024/2025 the following measures will be aimed for relating to disadvantaged pupils</p> <p>Attainment 8 score = 4.1 Progress 8 score = -0.2</p>
Improve the quality of education across all year groups within the academy	<p>A curriculum that is knowledge rich, accessible to all but challenging will be put in place by the end of the academic year.</p> <p>The rigorous quality assurance process across the academy will identify strong teaching across all faculties. All staff are effectively using the teaching and learning strategies that they have been taught during highly effective CPD sessions.</p> <p>Staff and student voice constantly provides useful feedback that leader use to adapt the teaching and learning CPD in place at the academy.</p> <p>A culture of coaching is effectively implemented resulting in all teachers feeling comfortable being observed and receiving feedback. This creates a cycle of constant improvement regarding teaching and learning</p> <p>Adaptive teaching is the focus of training this academic year to ensure that all pupils can access the curriculum.</p>
Improve reading, comprehension and numeracy skills across all year groups but in particular at KS3	<p>Reading and comprehension test will demonstrate improved comprehension, reading ages and standard score within English by the time KS3 students graduate to KS4. The gap in the above measure between disadvantaged students and their peers will have reduced to 0 by the time</p>

	students reach KS4 enabling them to fully access the GCSE curriculum. The same pattern will also be evident in the data produced by numeracy assessments.
Improve and maintain the attitudes to learning of all students within the academy	<p>High expectation and standards within lessons and continual behavioural and emotional support will result in the following by the 2024/2025 academic year;</p> <ul style="list-style-type: none"> • Homework, punctuality and organisation logs are reduced by 50 % compared to the 2021-2022 academic year. • The removals from lessons per week dropping from 32 to 10 • The FTE% to be at 6.5% • A pastoral support hub that supports the disadvantaged students being removed consistently from lessons. • The number of detentions per day to have significantly decreased due to effective preventative measure being put in place. • The Academy will maintain its anti-bullying status as gold
Improve the attendance of disadvantaged pupils to be in line with the national average	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2024/2025 academic year being at.</p> <ul style="list-style-type: none"> • Overall attendance = 96% • Disadvantaged students' attendance = 92% • The gap in attendance between disadvantaged students and their peers reducing. • PA% for all students being at 20%
Enrich the lives of the disadvantaged pupils within the academy through a highly engaging enrichment programme	<p>The enrichment programme will continue to grow providing students with a greater access to activities that will help them develop character.</p> <p>The careers programme at the academy will continue to achieve the Gatsby benchmarks. Students will have access to a greater variety of cultural experience such as the theatre, university open days, university lectures and work experience.</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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a CPD model that addresses all areas relating to teaching and learning</p> <p>Freeing up teachers and heads of faculty for curriculum development and CPD</p>	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Using this as the evidence base a CPD programme has been developed that focus's on developing;</p> <p>At the academy we have moved to a teaching model of I do, we do, you do. This evidence-based teaching model has been implemented by many successful schools across the country. All staff have been trained on each aspect of the model. https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/</p> <p>Highly effective and reflective classroom practitioners have been trained as coaches. All staff have been offered coaching supports and some teachers have been targeted to support them in their teaching. The academy has brought into the Steplab coaching programme and CPD programme. https://steplab.co/</p> <p>Adaptive teaching is the focus for part of the academic year. All staff will be trained to use strategies and given knowledge on how to ensure all students can access the curriculum. This includes SEND & PP students. All classes will have adaptive teaching strategies specific to the students in the room.</p> <p>A high challenge knowledge rich curriculum that has been designed using the research provided by OFSTED in their latest set of webinars. https://www.youtube.com/user/Ofstednews</p>	1-4

	High quality assessments have been developed using the latest academic research. The assessments have then been tailored to each faculties needs by subject experts. This has produced accurate feedback that is acted on by all classroom based staff.	
Implement and utilise high quality diagnostic assessments to target interventions	<p>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: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>At the Academy we use the high quality assessments developed by subject specialist to create a question level analysis document. This document is then used to adapt the curriculum to student needs and to target interventions. The diagnostic test package we implement has been developed by GL assessments. The data provided from the assessments allows us to target interventions towards KS3 students to ensure they are 'caught up' by KS4. https://www.gl-assessment.co.uk/assessments/products/ks3-assessment-package/</p> <p>CPD will focus on developing relationships between students and teachers. This focus will improve student enjoyment in lessons and help to improve the attendance figures for disadvantaged students at the Academy.</p>	1-4
Implementing an accountability cycle ensuring that the progress data for Y11 and Y13 is accurate allowing effective interventions to be targeted from it,	<p>4 times per year a member of the SLT meets with head of faculty to discuss and hold them to account for the Y11 and Y13 progress data. From this meeting intervention in school and after school can be targeted effectively resulting in student progress. All intervention sessions are based on a small group tuition model. The EEF toolkit identifies this as a highly effective strategy in promoting the progress of disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
Design and implement a high challenge curriculum that can be accessed by all including the use of homework	<p>All subjects will have in place highly effective long term plans resulting in a knowledge rich curriculum, Within the LTPs</p> <ul style="list-style-type: none"> • Core knowledge has been identified from specifications • Key skills have been identified and planned for • Misconceptions have been identified and planned for within lessons • Assessments have been planned for using specific criteria 	3

<p>for self regulated study.</p> <p>Staff directed time during CPD cycle has been dedicated to curriculum development</p>	<ul style="list-style-type: none"> • Ambition for all questions have been created based on the LTP (If a student can answer these questions they have been successful in this unit of learning) <p>From the LTP's the following have been developed</p> <ul style="list-style-type: none"> • Highly quality assessments that assess core knowledge and skills • A knowledge organiser to support learning • Homework activities based on retrieving information from the LTP. <p>The curriculum model has been based on the OFSTED curriculum framework and webinars: https://www.youtube.com/user/Ofstednews</p> <p>CPD will also focus on creating an adaptive curriculum that can be accessed by all students including those with SEND needs.</p>	
<p>Culture of coaching at the academy</p> <p>using directed time for coaching meetings</p> <p>Staff member being given CPD on how to effectively coach</p>	<p>Steplab has been purchased at the Academy. This package will allow teachers to receive highly detailed feedback relating to their teaching and learning. This will form the basis for the coaching model the school will implement this academic year.</p> <p>A coaching model will be implemented at the Academy. At some point during the school year every member of staff will become a coach and have the opportunity to be coached.</p> <p>Doug Lemov in his book 'teach like a champion' identifies coaching as being one of the biggest contributing factors to implementing an effective teaching and learning programme. https://teachlikeachampion.com/</p>	3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y11 intervention during and after school.</p> <ul style="list-style-type: none"> Specified lessons during the day. Tutor time interventions Targeted afterschool catch up sessions Easter school English tutor interventions 	<p>From the RAG meetings discussed in the previous section students are selected for interventions based on the knowledge gaps that they have. Disadvantaged students are given priority when students are selected for interventions. All interventions are based on the small group targeted intervention model explained in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
Implementing an online tutoring programme at the academy	<p>The data produced from the GL assessments in KS3 identified a group of students that are behind their age related reading, writing and maths expectations. These students will be placed into the 'Switch up' reading programme.</p> <p>Students that are significantly below the expected reading age will be place onto the 'read, write, ink' programme.</p> <p>The decision to do this is supported by the following evidence:</p> <ol style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://www.oup.com.cn/test/word-gap.pdf https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3 	1, 2 & 3

<p>Homework catch up sessions for disadvantaged pupils</p> <ul style="list-style-type: none"> • Teaching assistant to run sessions 4 days a week 	<p>A large proportion of the students that do not complete homework are from a disadvantaged background. One of the main reasons for a lack of homework from these students is a lack of space at home. The homework club provides this space.</p> <p>The EEF toolkit has also shown effective homework to improve the progress of disadvantaged students by 5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3 & 4
Dyslexia Gold	<p>Students that have been identified as having barriers to learning due to dyslexia will be place on the dyslexia gold programme.</p> <p>This intervention aims to encourage dyslexic students to engage with reading and therefore make progress in their reading ages.</p>	1
Reading interventions through the switch on programme.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance interventions based on weekly data analysis</p> <ul style="list-style-type: none"> • Employment of attendance officer to monitor and promote attendance 	<p>Disadvantage students current attendance and PA is higher than their peers at the academy. Attendance monitoring and interventions are required.</p> <p>More focus will be placed on tutors educating, monitoring and reviewing their forms attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
<p>Implement an effective behaviour mentoring programme to help student manage their behaviour</p> <ul style="list-style-type: none"> • Pastoral leads in charge or mentoring • Staffing at the alternative provision • The enhanced provision unit • Behaviour data analysis • Emotional logic training • Step up mentoring 	<p>Many disadvantaged student particularly in KS3 at the academy find it difficult to regulate their behaviour. In response to this the Academy has increased the capacity at a pastoral level by employing a non-teaching head of year who has been trained in behaviour mentoring.</p> <p>All students that have more than 3 days of exclusion will be placed on a pastoral support plan. This is to support them in altering their behaviours to ensure exclusions are prevented.</p> <p>A triage room has also been staffed at the Academy. Students will be placed in this room to deescalate before returning to their timetabled lessons. This will help to reduce the amount of removals per week at the academy.</p> <p>Rather than permanently exclude students we provide an alternative provision at the academy at both KS3 & KS4. The highly specialised provision results in students studying 5 GCSE rather than the full compliment of subjects. At KS3 it is expected that students will be reintegrated into the main school provision at some point. Salaries for the AP come from the PP pot.</p> <p>The pastoral support base is also up and running for the 2024/2025 academic year. Any student that is referred</p>	3, 4 & 5

	<p>will receive the support they need to ensure they are behaving appropriately at the academy.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Step up mentoring – specialised behaviour mentor to work with disadvantaged pupils.</p>	
<p>Use of school counsellors to promote wellbeing in student that are struggling</p> <ul style="list-style-type: none"> • Employment of counsellors • Employment of staff and student mental health expert 	<p>Many students have reported struggling during and after lockdown. In response to this the school has employed more school counsellors who are expertly trained and ready to respond to student needs. The academy has also given a member of staff a TLR to become a mental health champion.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	5
<p>The development of the enrichment curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> • Teacher time developing enrichment • Funding for different enrichment programmes • Cost of the necessary equipment • Teacher time during the day • Afterschool activities • Trips 	<p>At the academy we strongly believe that disadvantaged student should have access to all the opportunities their peers experience. Each week as a minimum students have access to 2 hours of enrichment during the school week. Many clubs ranging from sports to the arts also run after school. Disadvantaged student have access to all of these opportunities</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate</p>	4 & 5

To provide financial support relating to dinners at the academy.	Every student eligible for the pupil premium grant will receive a contribution of £0.37 for each meal they eat at the academy.	5
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Total budgeted cost: £340,000 – This does not take into account the money expected to be spent on tuition from the recovery pot.

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.

The data produced from the 2023/2024 exams analysis highlighted that disadvantaged students were behind their peers in terms of attainment. PP students have an attainment 8 score of 3.24 compared to non-pp students that had a score of 4.19. This gap has also increased by 0.2 compared to the previous year. This is also the case in terms of their progress with PP students having a P8 score of -0.54 and non-pp students having a P8 score of -0.16. Both attainment and progress measures are lower compared to the 2019/2020 year and the gap between the disadvantaged students and their peers has widened.

However, progress in English and maths has stabilised / slightly improved on last year (Maths = -0.36 & English = -0.22). This must be due to the rigorous intervention process that was put in place for disadvantaged students. They were always given first priority in terms of; small intervention groups, afterschool interventions and the use of the English and Maths tutor. This will continue this year. However, the progress of disadvantaged students is still not good enough.

The maintenance of the gap between disadvantaged students and their peers has to be due to the impact of school closures in relation to the pandemic. Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers. Attendance of disadvantaged pupils during lock down was around 57%. Although curriculums were adapted, and interventions put in place there was never enough time to catch up all the 'lost learning' that happened during lockdown. As a result, the attainment and progress gap has widened despite the highly effective online and altered curriculum put in place post lockdown. This is a similar picture nationally. This is why teaching and learning focussing on designing and implementing an effective curriculum is a huge focus in this years plan. This will also be combined with a rigorous and targeted intervention programme to ensure knowledge gaps are filled out of the lesson.

The overall attendance of disadvantaged pupils has improved at the start of the 2024/25 academic year. The % attendance of disadvantaged students is currently 88.8% compared to their peers that was 95.8 This is slightly below the national average of 88.9% for disadvantaged students. Student voice and interactions with parents identified a lack of enjoyment in lessons and poor relationships with some teachers as

the main reasons for not attending lessons. Last academic year this feedback was used to create a sense of belonging amongst all students including those from disadvantaged backgrounds. Tutors became more heavily involved in the attendance aspects of the school. This will continue throughout the current academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.