



# Maltby Lilly Hall Academy

## PUPIL PREMIUM PLAN

2016-2017

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	398
Total number of pupils eligible for PPG	58- 16%
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	£76560

<b>Objectives for Pupil Premium Grant 2016/17</b>
<ul style="list-style-type: none"> <li>• <b>Leadership and Management</b> <ul style="list-style-type: none"> <li>• To hold teachers to account for the performance of all PPG children.</li> <li>• To ensure governing body have full knowledge and awareness of allocation / spending / impact of actions.</li> </ul> </li> <li>• <b>Quality of Teaching, Learning and Assessment</b> <ul style="list-style-type: none"> <li>• To ensure never less than good / outstanding teaching for those children in receipt of PPG.</li> <li>• To engage all teachers in high quality CPD to develop teaching and learning strategies.</li> <li>• To enable all associate professionals access high quality CPD so that they are able to impact on pupil outcomes by having an understanding of key learning strategies.</li> </ul> </li> <li>• <b>Behaviour, Welfare and Safety</b> <ul style="list-style-type: none"> <li>• To promote self-esteem and levels of engagement in learning of vulnerable children.</li> <li>• To employ a pastoral lead to provide social, emotional and mental health support to identified pupils. <ul style="list-style-type: none"> <li>• To embed the use of CPOMs to enhance the safeguarding procedures in school.</li> </ul> </li> </ul> </li> <li>• <b>Pupil Outcomes</b> <ul style="list-style-type: none"> <li>• To close / narrow the gap between PP and non PP children in school and with national expectations.</li> <li>• To ensure that high achievers are targeted to achieve GDS at the end of KS1 and KS2.</li> <li>• To continue to provide early targeted intervention/triage for underperforming groups as identified during pupil progress meetings.</li> <li>• To develop the 'Inspire Maths' ethos across school</li> <li>• To further enhance SALT provision as an early intervention to develop children's communication and language within the foundation stage.</li> </ul> </li> </ul>

## Planned Actions

Central Funds – Applies to all PPG pupils

Activity	Amount
Pastoral Team to provide social, emotional and mental health support to identified pupils	£17 000
Breakfast club provision	£1200
CPD targeted to enhance the quality of Teaching and Learning	£1800
Classtrack Pupil Attainment Monitoring System	£800
Attendance officer	£16% of total cost
Maths Consultant support	£450
CPOMS	£ 16% of total cost
Purchase of high quality reading materials to develop the Text Led Curriculum	£800
SLA to Rotherham Music Service for First Access and Pioneers	£700
Educational material <ul style="list-style-type: none"> <li>• Purchase of INSPIRE Maths resources</li> <li>• implementation of maths mastery through INSPIRE</li> <li>• Revision of Read, Write Inc to all pupils in order to improve reading/phonics attainment- RWInc 1:1 interventions and Freshstart programme</li> </ul>	£3200

Discretionary Funding – Applies to targeted groups of PPG pupils

Activity	Amount
Purchase of SALT to target children in FS/Y1	£280
Supplement of curriculum enrichment activities (inc trips/residential/in school experiences)	£5000
Male Behavioural Specialist	£550
Provision of one to one tuition to targeted groups of pupils in order to raise attainment	£300
Provision of MAST one to one counselling and family support worker	£900
Provision of additional adults to support the implementation of triage, boosters and preteach.	£42 000
<b>TOTAL</b>	<b>£76 780</b>

## Objective 1 – Leadership and Management

Objective	What are our key actions to effect improvement?	What resources will we need?	How will we know that this action has had the intended outcome?
<p>To develop a rigorously monitored intervention programme focused on improving progress and attainment of disadvantaged children.</p>	<ul style="list-style-type: none"> <li>●Develop provision maps for each year group</li> <li>●Maintain high profile of disadvantaged children in PPM'S</li> <li>●Ensure all staff are accountable for disadvantaged children in their class</li> <li>●Ensure the majority of triage and intervention for our most vulnerable Children is carried out by class teachers.</li> <li>●Monitor provision for disadvantaged children through the QA process</li> </ul>	<p>Classtrack tracking PPG monitoring Pupil progress meeting notes Specific case studies</p>	<p>Children will make good or better progress and achieve end of year attainment targets.</p> <p>This will be closely monitored in PPMs and in any cases where children are not on track individual actions will be put in place to enable the children to progress</p>
<p>To ensure governing body have full knowledge and awareness of allocation / spending / impact of actions.</p>	<ul style="list-style-type: none"> <li>●Key priorities for 2016/2017 established and approved by senior leaders (by Oct 16)</li> <li>●Person leading on PPG to report to governors on this area, twice yearly. HT1- previous year analysis and planning, HT4- progress</li> <li>●Detailed action plan is developed and shared with stakeholders</li> </ul>	<p>Classtrack tracking PPG monitoring Pupil progress meeting notes Specific case studies Termly meeting with PPG Governor Regular meetings with Business Manager/ Principal</p>	<p>PPG governor has detailed knowledge of the provision for PPG pupils in school and of the impact of PPG provision on the attainment of groups and individuals. PPG governor has a full understanding of the attainment and progress of the school PPG cohort when compared to the attainment of pupils nationally.</p> <p>PPG monitoring in all audits will give a clear picture of progress and attainment for these pupils.</p> <p>Pupil progress meeting notes will show actions for specific children and how staff will enable them to reach ARE.</p> <p>Full governing body has a clear overview of the attainment and progress of groups and individuals within the PPG group and are able to compare to the attainment to national.</p>

**Objective 2 - Quality of teaching, learning and assessment**

Objective	What are our key actions to effect improvement?	What resources will we need?	How will we know that this action has had the intended outcome?
To ensure children access an exciting and engaging curriculum	<ul style="list-style-type: none"> <li>●Development of text led curriculum to increase engagement through high quality texts.</li> <li>●Coaching mentoring to ensure a consistency of approach</li> <li>●Assess engagement of children on Leuven scale on a termly basis through audit process.</li> </ul>	Monitoring Docs Teacher improvement plans Leadership license In house CPD Time External trainers: SALT SEMH team LSS MAST Class track	Levels of engagement increase. Audit findings show a consistent approach across school Audit findings show improved teaching profile across school
To ensure staff are accountable for progress of disadvantaged children and have high expectations	<ul style="list-style-type: none"> <li>●PPMs are rigorous and where appropriate provide challenge to ensure progress</li> <li>●Staff are held to account against of end of year targets for all children and are ensuring appropriate provision is in place for this.</li> <li>●Assessments of disadvantaged pupils are accurate, and moderated.</li> </ul>	Monitoring Docs Teacher improvement plans Leadership license In house CPD Time External trainers: SALT SEMH team LSS MAST Class track	PPM notes are in depth and actioned at the time of the next meeting. Moderation notes show accuracy of judgement.
To ensure never less than good / outstanding teaching for those children in receipt of PPG.	<p><b>PPG children are monitored as part of whole school QA process</b></p> <ul style="list-style-type: none"> <li>❖ Specific QA processes put in place to monitor progress and attainment of PPG children.</li> <li>❖ PPG are a focus within all audits to take place in school including                             <ul style="list-style-type: none"> <li>➢ Drop ins</li> <li>➢ Book scrutiny</li> <li>➢ Observations</li> </ul> </li> <li>❖ Monitoring and evaluation system to be out in place for PPG children.</li> <li>❖ PPG tracker established and developed</li> </ul>	Monitoring Docs Teacher improvement plans Leadership license In house CPD Time External trainers: SALT SEMH team LSS MAST Class track	Levels of engagement increase. Audit findings show a consistent approach across school Audit findings show improved teaching profile across school PPM notes are in depth and actioned at the time of the next meeting. Moderation notes show accuracy of judgement. Pupil outcomes improve

<p>To engage all teachers in high quality CPD to develop teaching and learning strategies.</p>	<ul style="list-style-type: none"> <li>• Provision of targeted teacher improvement plans which are responsive to the outcomes of overall audits of provision.</li> <li>• Individualised support put in place to develop specific areas for improvement</li> <li>• Provision of a tailored package of external CPD support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision</li> </ul>		<p>Teaching profile is improved. Teaching and learning is engaging for children involved. School audits show progress for teachers over time.</p>
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### Objective 3 - Behaviour, Welfare and Safety

Objective	What are our key actions to effect improvement?	What resources will we need?	How will we know that this action has had the intended outcome?
Children to receive support from behavioural specialists, where necessary.	Male behavioural support worker to be bought in to support specific PPG children	Behavioural Support Worker	Children accessing behavioural support  Children's classroom behaviour improves and begins to impact upon outcomes for individuals
Children to access pastoral support	Pastoral leader to touch base with all PPG children each week  Support programs to be put in place for PPG children with additional behaviour and social and emotional needs.  Structured, rigorously monitored behaviour systems in place – patterns/ changes in behaviour of groups and individuals are rapidly and consistently addressed  Comprehensive programme of pastoral support in place to support the emotional needs of PPG group  MAST mental health support in place to meet the needs of most complex pupils.  Implement the use of the CPOMS system for the monitoring and recording of safeguarding procedures and concerns. Complete regular and comprehensive safeguarding audits informed by the use of CPOMS.	Pastoral Support  Boxalls Programme  Sensory Gym  CPOMS  SIMS training/resources Inclusion Manager – time to develop behaviour/ Learning support plans  MAST	Children access additional support for social and emotional support  Children are happy in school and behaviour improves
To improve attendance of PPG children to ensure best possible outcomes	Breakfast club free for PPG children to encourage attendance  Attendance officer to monitor attendance off PPG children  Increase engagement in learning to encourage PG children to want to participate more fully in school life	Pastoral links with parents  EWO  Rigorous monitoring of PA/PPG attendance	PPG children who attend breakfast club will have increased attendance  Less PPG children in PA

## Objective 4 – Pupil Outcomes

Objective	What are our key actions to effect improvement?	What resources will we need?	How will we know that this action has had the intended outcome?
<p>All PPG children to make accelerated progress to narrow the gap to NA</p>	<ul style="list-style-type: none"> <li>• Develop focused CPD to ensure all PPG children receive at least good teaching</li> <li>• More emphasis to be placed on PPG children in pupil progress meetings</li> <li>• Staff to become more accountable for the progress of this group of children Staff to consider needs of these children and how best to plan for them to make accelerated progress</li> <li>• Staff to have a list in class of the PPG children</li> <li>• Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of children in key year groups.</li> <li>• Introduction of Text Led to engage and immerse PPG children in high quality literature to encourage the development of positive attitudes to reading</li> <li>• Improve the quality of maths teaching and learning through the application of INSPIRE strategies and maths mastery approaches, in order to tackle historic deficit in maths attainment of PPG children</li> <li>• Aspirational targets for all children set so that they are on track to make at least good progress</li> <li>• Update RWI Spelling strategies and implement intervention programs targeted at PPG children</li> </ul>	<p>TA/Teacher time for Triage/ Pre teach /Intervention SAT resources Phonics 1 to 1 support RWInc Resources. Deeper Learning Tracking High quality reading materials – age appropriate SALT Class track</p>	<p>All PPG will achieve end of year targets. progress of pupil premium children in all cohorts ensures that they diminish the difference to national levels of attainment Curriculum provision is highly engaging and the children are experiencing immersion into high quality literature; taking it beyond reading and writing. PPG children will be attaining in line with national at all key data points. Gaps between the performance of disadvantaged pupils are closing sufficiently rapidly Teachers are fully aware of their PPG cohort and are focussed on the performance of vulnerable groups in their class.</p>
<p>PPG funding and spending is effectively planned for to directly impact on progress.</p>	<ul style="list-style-type: none"> <li>• Planning meeting with PPG lead/PRICIPAL/ Business manager to discuss how to spend funding and set priorities.</li> <li>• Key priority areas identified and action plan and timeline in place to ensure this is fulfilled.</li> <li>• Termly update meetings PPG lead/PRICIPAL/ Business manager to track spending and evaluate impact.</li> <li>• Staff meeting focused around PP to develop understanding amongst staff</li> </ul>	<p>TA/Teacher time for Triage/ Pre teach /Intervention SAT resources Phonics 1 to 1 support RWInc Resources. Deeper Learning Tracking High quality reading materials – age appropriate SALT</p>	<p>Funding is used effectively and impact evaluated. The gap to NA is narrowed</p>



Objective	What are our key actions to effect improvement?	What resources will we need?	How will we know that this action has had the intended outcome?
	<ul style="list-style-type: none"> <li>• Focused plans to target individual pupils put in place to ensure maximum impact of PPG spend</li> <li>• Spending to be planned and evaluated on a termly basis linked closely with progress of PPG children.</li> </ul>	Class track	
Phase leaders/ Teachers have ownership of delegated part of the PPG budget for the children within their phase/ class.	<ul style="list-style-type: none"> <li>• Staff meeting focused on PP to ensure staff duty of care</li> <li>• Clear lines of accountability established and staff made aware that are accountable for ensuring some of the PP budget is spent effectively for the PP children in their class and has a positive impact on progress</li> <li>• Monitoring processes in place for staff to evaluate impact of PPG spending within their own classes.</li> </ul>	TA/Teacher time for Triage/ Pre teach /Intervention SAT resources Phonics 1 to 1 support RWInc Resources. Deeper Learning Tracking High quality reading materials – age appropriate SALT Class track	Teachers and phase leaders have a detailed understanding of individual needs of the children within their provision and understand how to enhance and enrich their education. Sometimes budget constraints can restrict this. Teaching staff are therefore better equipped to make informed decisions about how the funding can be used to enhance classroom provision.