

Pupil premium strategy statement 2016/17- Maltby Lilly Hall Academy

1. Summary information					
School	Maltby Lilly Hall Academy				
Academic Year	2016-17	Total PP budget	£76,560	Date of most recent PP Review	
Total number of pupils	398	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Aut 2017

2. 2016-17 Attainment		
Key Stage One (9 PPG Pupils)	<i>Pupils eligible for PP (MLHA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS (GDS) in reading, writing and maths	33%	
% achieving EXS (GDS) in reading	33%	76%
% achieving EXS (GDS) in writing	33%	68%
% achieving EXS (GDS) in maths	33%	75%

Key Stage Two (14 PPG Pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS (GDS) in reading, writing and maths	29%	%
% achieving EXS (GDS) in reading	64%	71%
% achieving EXS (GDS) in writing	36%	75%
% achieving EXS (GDS) in maths	50%	76%
Ave Scaled Score Progress Reading	-3.0	0.3
Ave Scaled Score Progress Writing	-6.2	0.2
Ave Scaled Score Progress Maths	-3.6	0.3

Pupil Premium Group Children – 2016-17 in year progress data

MLHA Progress Data 2016-17 - Reading

Year Group (No of Pupils)	EYFS ARE+	KS1 EXS+	End of previous yr Exp	Expected Progress+	Acc Progress	ARE + EoY
Year 1 (5)	100%		100%	40%	0%	40%
Year 2 (9)	33%		33%	91%	44%	33%
Year 3 (3)	33%	33%	33%	66%	0%	33%
Year 4 (4)	50%	50%	50%	75%	25%	50%
Year 5 (14)	92%	100%	62%	100%	38%	100%
Year 6 (13)		100%	36%	91%	45%	64%

MLHA Progress Data 2016-17 - Writing

Year Group (No of Pupils)	EYFS ARE+	KS1 EXS+	End of previous yr Exp	Expected Progress+	Acc Progress	ARE + EoY
Year 1 (5)	100%		40%	40%	0%	40%
Year 2 (9)	33%		11%	100%	22%	33%
Year 3 (3)	33%	33%	33%	33%	0%	33%
Year 4 (4)	50%	50%	50%	50%	50%	50%
Year 5 (14)	92%	100%	85%	92%	54%	92%
Year 6 (13)		73%	9%	91%	36%	36%

MLHA Progress Data 2016-17 - Maths

Year Group (No of Pupils)	EYFS ARE+	KS1 EXS+	End of previous yr Exp	Expected Progress+	Acc Progress	ARE + EoY
Year 1 (5)	100%		40%	40%	0%	40%
Year 2 (9)	33%		11%	100%	33%	33%
Year 3 (3)	33%	33%	33%	33%	0%	33%
Year 4 (4)	25%	50%	25%	75%	50%	50%
Year 5 (14)	92%	100%	46%	85%	46%	62%
Year 6 (13)		100%	0%	100%	100%	50%

1. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To develop a rigorously monitored intervention programme focused on improving progress and attainment of disadvantaged children.	<ul style="list-style-type: none"> Develop provision maps for each year group Maintain high profile of disadvantaged children in PPM'S Ensure all staff are accountable for disadvantaged children in their class Ensure the majority of triage and intervention for our most vulnerable children is carried out by class teachers. Monitor provision for disadvantaged children through the QA process 	<ul style="list-style-type: none"> PPG pupils are more closely monitored, and their next steps better understood by staff. Staff know who PPG pupils in their classes are and have individualised plans for them – however this system was not used consistently through the year and this meant that PPG pupils' progress was not maximised Benefits found in impact on PPG pupils – In year progress of PPG cohort overall - Reading – 81% Exp+ 29& Acc progress Writing – 81% Exp+ 25% Acc progress Maths – 83% Exp+ 50% Acc progress 	Approaches are correct but must be used with greater rigor and impact more closely monitored.	£9200 Cost of interventions for individuals/ proportions of groups
To engage all teachers in targeted CPD to develop teaching and learning strategies.	<ul style="list-style-type: none"> Provision of targeted teacher improvement plans which are responsive to the outcomes of overall audits of provision. Individualised support put in place to develop specific areas for improvement 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 	<ul style="list-style-type: none"> Quality of teaching across school has improved – this will benefit all pupils but EEF research shows that PPG and vulnerable pupils benefit disproportionately from good teaching. TIPs were effective but not always implemented with consistency, Rates of progress across the school have improved – PPG pupils are making accelerated progress 	TIPs will continue but will be more rigorously monitored and followed through Maths consultant support was effective, but this will continue through Vice-Principal who is maths SLE.	Maths Consultant Support £450
Refine and further develop tracking and analysis systems in order to enable analysis of the performance of all pupils, including sub-groups of PPG pupils.	<ul style="list-style-type: none"> Analysis systems to enable the performance of pupils to be analysed at sub-group level – SEND/PPG for example Data presentation to governors to be standardised and commentary to be focused on actions arising from data 	<ul style="list-style-type: none"> Analysis of data has improved and patterns in data and progress are increasing in clarity Data presentation to governors has become more effective and governors are able to question patterns in school data 	Systems will continue to be refined – report to governors will be further improved.	Annual cost of o-track system - £800
To develop proven, high quality teaching resources in order to improve the quality of provision for all pupils, including PPG pupils	<ul style="list-style-type: none"> Purchase of INSPIRE Maths resources and implementation of maths mastery through Inspire Maths 	<ul style="list-style-type: none"> Quality of maths teaching has improved very significantly – vast majority of teaching now good or better 	Approaches will be reinforced and embedded during 2017-18	£8500 – training/resourcing costs

		<ul style="list-style-type: none"> Progress in maths has significantly improved, attainment is rising 	<p>Maths masterclasses run regularly to further refine approaches</p> <p>Mental maths approaches to be revisited to improve mathematical fluency</p>	
	<ul style="list-style-type: none"> Revision of Read, Write Inc to all pupils in order to improve reading/phonics attainment- RWInc 1:1 interventions and Freshstart programme 	<ul style="list-style-type: none"> Read, write inc teaching is more consistent in Foundation stage and year 2 Quality of delivery of Read write inc in year 1 was inconsistent in Y1 due to instability in staffing - 	<p>Staffing in year 1 stabilised – experienced year group lead appointed.</p> <p>New reading leader put in place – training provided to key staff who have not been trained</p> <p>Regular monitoring of the quality of RWInc taking place</p>	£6500 – training/resourcing costs
To develop the range of high quality texts experienced by all pupils, including PPG pupils	Implementation of novel study approaches to curriculum planning.	<p>Novel study approaches improved the range and depth of approaches taken to the curriculum</p> <p>In some cases, choice of text narrowed the curriculum and hampered the planning/delivery of key skills</p>	Curriculum planning approaches revisited to broaden from the text – variety of lead aspects taken including the text.	£300 – cost of proportion of books
Ensure that PPG pupils have depth and breadth of opportunity	SLA to Rotherham Music Service for First Access	14 PPG children learned a musical instrument throughout 2016-17	Provision continued in 2017-18 and enriched with Roald Dahl project and Young Voices.	£700 – cost of proportion of SLA
Improve early language development and improve enabling provision	Provide high quality speech and language support for all pupils in the EYFS and Year 1 – develop bespoke programmes of support and enabling provision.	S&L specialist utilised to audit EYFS provision and needs of individual children – provision improved but impact not yet measurable.	Continue to access provision and develop environments etc	£1900 – cost of SLA
Develop the Early years provision to ensure any deficit in the on-entry assessments of disadvantaged pupils is addressed early	Provide staffing ratios above and beyond the minimum requirements in order to ensure that high quality interactions and learning moments can take place throughout the day.	EYFS provision is good/outstanding – children make above nationally expected levels of progress and exited with 90% GLD	Continue to staff at current levels and target disadvantaged pupils	£17,772 - cost of one additional TA

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Behaviour and SEMH of PPG pupils is stable and emerging needs are met	<p>Pastoral Team to provide social, emotional and mental health support to identified pupils.</p> <p>Appropriate training for Pastoral team accessed as required</p> <p>Pastoral team to also work with non-ppg pupils in order to ensure that any behavioural impact on learning of PPG pupils is minimised</p>	<p>Behaviour of vast majority of PPG pupils is good.</p> <p>Targeted PPG pupils who have specific behavioural needs are receiving targeted support.</p> <p>A very small number of PPG pupils have specific behavioural needs – these children are receiving additional support from external agencies.</p>	<p>Provision will continue and be further developed – therapy approaches (utilising lego) will be developed to supplement the range and scope of available therapies.</p>	<p>£10,452 – proportion of cost of pastoral TA</p>
	<p>Behaviour support worker brought in to school in order to target vulnerable children – particularly EBD boys</p>	<p>Approach had some limited impact on the behaviour of targeted pupils.</p> <p>Limited nature of direct work with pupils proved a barrier to the impact of the approach.</p>	<p>Provision will be repurchased on a limited basis in order to provide alternate external view of provision</p>	<p>£3333 Cost of SLA</p>
	<p>Specialised mental health support bought in to school to support targeted individual pupils,</p> <p>Family support worker accessed to provide direct support to families in crisis.</p>	<p>Pupils in severe crisis – particularly targeted vulnerable year 6 pupils – have benefitted from support and continued to access learning in periods of family/emotional crisis</p>	<p>Support will be continued – provision to be increased if capacity is available.</p>	<p>£1200 Cost of SLA</p>
Ensure that PPG pupils are at school on time and receive a healthy breakfast - that they are as prepared as possible to learn	<p>Breakfast club provision is available without cost to PPG pupils.</p>	<p>31 PPG pupils access breakfast club provision at some point in the year. Lateness of these pupils was eliminated.</p>	<p>Provision will continue and be supplemented with sports provision funded through expanded sports premium grant.</p>	<p>£1200 Cost of provision of free places</p>
To develop a rigorously monitored individualised intervention package for targeted pupils in Y2/Y6	<p>Range of individual interventions in place for all PPG pupils in Y2/6 – focused individually targeted support reviewed through PPMs.</p>	<p>Significant proportions of PPG pupils made expected progress and above in year 2016-17.</p>	<p>Provision will continue but tracking of interventions will be more precise in order to identify the most impactful interventions.</p>	<p>£7700 Cost of teacher led interventions</p>
Ensure that vulnerable pupils have equality of access to educational visits and residential experiences	<p>Visits for PPG pupils part/wholly funded in individual agreement with parents.</p>	<p>5 PPG pupils funded/part funded for residential visit in year 6.</p>	<p>Provision ensured that PPG pupils could access residential experience – this will be extended as Y5 are undertaking a visit in 2016-17.</p>	<p>£1022 Cost of funded proportions of trips</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Ensure that the leadership of PPG is clearly defined, and lines of responsibility are established.</p> <p>Ensure that the progress of PPG pupils is carefully monitored and reported to governors</p> <p>To ensure that the provision for PPG pupils is adjusted and developed throughout the year according to need – and that this is effectively reported to the Governing Body</p>	<ul style="list-style-type: none"> • Key priorities for 2016/2017 established and approved by senior leaders (by Oct 16) • Person leading on PPG to report to governors on this area, twice yearly. HT1- previous year analysis and planning, HT4- progress • Detailed action plan is developed and shared with stakeholders 	<ul style="list-style-type: none"> • PPG governor has improved knowledge of the provision for PPG pupils in school and of the impact of PPG provision on the attainment of groups and individuals. • Governors have a better understanding of the attainment and progress of the school PPG cohort when compared to the attainment of pupils nationally. • Pupil progress meeting notes have highlighted actions for specific children however, these have not always been seen through and impacted fully. • Full governing body has a better overview of the attainment and progress of the PPG group, but this is not yet as detailed as is needed. 	<p>Knowledge of PPG pupils improved in Gb. However, reporting has not been as clear as would be desired as data systems have developed through the year. This is a vital element of the reporting mechanism which must be continued and further developed.</p>	<p>£1500 – cost of PPG leadership</p>
<p>Review and refocus approach towards attendance to ensure that overall attendance of PPG children improves and rate of PA within the PPG group falls.</p>	<ul style="list-style-type: none"> • Dedicated attendance officer for school supported by Trust Attendance officer – systems and processes to be reviewed • Build relationships with vulnerable families – educate about the need for improved attendance • Build systems for and understanding of the need to encourage good attendance through the application of FPNs and clear, supportive communication 	<ul style="list-style-type: none"> • Gap between PPG/non-ppg closed during the year – • PA rate reduced during the year. • Greater numbers of parents are contacting on first day of illness, fewer calls being made by school. 	<p>Approaches beginning to impact – will be maintained as habitual processes becoming established.</p>	<p>PPG children equate to 33% of caseload – £9771</p>