



# Maltby Redwood Academy

## PUPIL PREMIUM PLAN

2016-2017

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	195
Total number of pupils eligible for PPG	64
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£79780</b>

<b>Objectives for Pupil Premium Grant 2016/17</b>
<ol style="list-style-type: none"> <li>1. To raise attainment in literacy for children throughout the age range. To use new approaches and materials to improve teaching in phonics and reading. To use targeted intervention to address under-attainment of groups of pupils.</li> <li>2. To consolidate attainment in maths throughout the age range. To use targeted intervention to address under-attainment of groups of pupils.</li> <li>3. To raise attainment of students at risk of not attaining age related levels at EXS and GDS.</li> <li>4. To improve attendance through reducing the number of absences of PA pupils and holidays taken during term time.</li> <li>5. To ensure pupils are able to access learning effectively through meeting pastoral needs – ensuring readiness to learn and improved learning behaviours.</li> <li>6. To engage parents with the learning process.</li> <li>7. To provide a breadth of opportunity to all PP pupils including access to clubs and enrichment activities.</li> </ol>

## Planned Actions Central Funds – Applies to all PPG pupils

Activity	Amount
Development of new curriculum resources to engage and motivate learning -RWI	£4900
Training in 'RWI' for staff to improve approaches and outcomes to phonics and reading.	£900
Further RWI training and resources	£700
Mastery in Maths training	£600
Deployment of MLT Attendance Officer to tackle low attendance in PP group (20% of salary)	£3750
Purchase of rewards to promote 'good' attendance.	£300
Deployment of Pastoral Manager and Lead Pastoral Teaching Assistant (50% of salary)	£18829
Deployment of additional teaching assistant support to develop intervention programmes, including lunchtime clubs	£14785
Promotion of 'Learning Behaviours' and promotional materials	£468
Provision of Family learning and engagement activities	£1500
Implementation of CPOMS tracking system	£600

## Discretionary Funding – Applies to targeted groups of PPG pupils

Activity	Amount
Provision of one to one tuition to targeted groups of pupils in order to raise attainment	£8000
Deployment of additional staff member to work on maths and literacy with vulnerable groups.	£8000
Provision of MAST one to one counselling and family support worker	£4170
Provision of Behaviour Support service 20 hours	£1075
Provision of Learning Support Service 62 hours	£3333
Provision of Educational Psychology Service 20 hours	£1572
Supplement of curriculum enrichment activities (inc trips/residential/in school experiences)	£4000
Team teach training	£150
SEMH training	£150
Certified attachment training	£2000
<b>TOTAL</b>	<b>£79780</b>

## Key Actions

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 raise attainment in writing	<p>Continued scrutiny of writing structure focusing on reality of purpose, audience, format, tone. across different formats with non negotiables</p> <p>Blended approach of RWI/GPS/reciprocal reading and writing based on rich text in addition to Cornerstones curriculum</p>	<p>More able will be challenged appropriately through differentiation/ adult intervention.</p> <p>Scaffolds/ word mats/ WAGOLLS will be provided to support lower ability children.</p> <p>Enhanced small group 1-1tuition in Y1, Y2 and Y6</p>	<p>Pupil premium children will show knowledge, understanding and application of structure, GPS, vocabulary, style and purpose is evident across all formats and subjects</p> <p>Pupil premium children will make required progress at set points throughout the year – this will be evident via the pupil premium tracker; the difference of outcomes to national expectations will be reducing.</p>

<p>To improve and develop phonics attainment in FS/KS1</p>	<p>FS/KS1 staff to be trained in RWI during second week of Autumn 1. All FS2/KS1 children to be taught phonics using RWI approach from week 3.</p> <p>GPS to be taught separately to RWI in KS1 to ensure all children get access to year group objectives and make links to class writing using blended approach.</p>	<p>All pupils will follow RWI programme rigorously</p> <p>Pupils will be assessed each half term and placed in a stage not age group</p> <p>Catch up 1-1 intervention will be in place for pupil premium children</p>	<p>Pupil premium children will have developed their phonetic knowledge and understanding sufficiently to pass the Y1 phonics screening test.</p> <p>Pupil premium children will make required progress at set points throughout the year – this will be evident via the pupil premium tracker; the difference of outcomes to national expectations will be reducing.</p>
<p>To raise progress and attainment in GPS throughout KS2 post phonics consolidation</p>	<p>KS2 spelling sessions based on stage not age</p> <p>Rigorous/daily teaching of discreet grammar and punctuation as part of the literacy blend</p> <p>KS2 pupils who have not passed the phonics screening to continue with phonics provision until secure.</p>	<p>All pupils to be baselined and grouped accordingly.</p> <p>In-house assessments will be produced to monitor progress and attainment.</p>	<p>The application of GPS is evident and is raising attainment in writing</p> <p>Pupil premium children will make required progress at set points throughout the year – this will be evident via the pupil premium tracker; the difference of outcomes to national expectations will be reducing.</p>
<p>To improve reading attainment across school and develop a strong reading ethos.</p>	<p>Novel study will be the main approach to reading in KS2 and this will be part of the Literacy blended approach linked to classroom environment and theme.</p> <p>To develop a reading culture throughout school that involves family learning and parental participation via parental workshops, assemblies and celebration.</p>	<p>Pupil premium children will be heard read on a 1:1 basis at least once a week.</p> <p>Texts will be carefully chosen to ensure they are challenging enough for all readers.</p> <p>Enhanced small group 1-1 tuition in Y1, Y2 and Y6</p>	<p>Pupil premium children will use phonic skills confidently by the end of Y1.</p> <p>Pupil premium children will read fluently by the end of Y2.</p> <p>Pupil premium children are able to comprehend and use inference skills in challenging texts in KS2.</p> <p>Pupil premium children will understand and apply knowledge of challenging vocabulary.</p> <p>Pupil premium children will make required progress at set points throughout the year – this will be evident via the pupil premium tracker; the difference of outcomes to national expectations will be reducing.</p>
<p>To embed C-P-A in the teaching of maths in-line with the mastery approach</p>	<p>The C-P-A mastery approach will be evident in all planning and teaching for pupils at all levels</p>	<p>Raised progress in attainment owing to the embedding of key skills. Triage and small group intervention in place for PP children</p>	<p>Pupil premium children will be secure in basic mathematical skills.</p> <p>Pupil premium children are progressing and improving attainment in maths.</p> <p>The more able pupil premium children are being sufficiently challenged in all areas via questioning, reasoning, problem solving and variance.</p>

		<p>Staff are challenging and deepening children's learning through effective questioning.</p> <p>Enhanced small group 1-1 tuition in Y1, Y2 and Y6</p>	<p>Pupil premium children will make required progress at set points throughout the year – this will be evident via the pupil premium tracker; the difference of outcomes to national expectations will be reducing.</p>
<p>To ensure pupil premium children are supported around learning barriers and pastoral support to enhance learning behaviours</p>	<p>Pastoral system monitored and tailored, including individual behavioural pathways for key pupil premium children.</p> <p>Parental and pupil voice influential in this process via pupil centered reviews.</p>	<p>Levels of progress are monitored and reviewed at each pp meeting leading to differentiation and diagnostic testing as appropriate;</p> <p>Further pastoral and academic interventions within the Academy &amp;/or through external agency assessments /interventions are put in place.</p> <p>TA is used effectively and consistently across disadvantaged groups with a focused objective.</p> <p>Progress is tracked and monitored on the PEP/IEP</p>	<p>All pupil premium children to make expected progress against: starting point; previous rates of progress; national expectation</p> <p>Reduction of in school variation</p>
<p>To ensure pupil premium children's attendance meets target</p>	<p>Importance of attendance discussed and rewarded with children</p> <p>All attendance tracked daily</p> <p>Absence monitored via daily communication with parents</p> <p>Children approaching PA will receive a letter outlining school support</p> <p>FPN issued appropriately for absence linked to holidays</p> <p>Daily communication with PA families</p> <p>Referral to Early Help support as appropriate</p>	<p>Deployment of administration time and MLT attendance officer to track and monitor attendance.</p> <p>Deployment of attendance officer to complete follow up strategies and support families</p>	<p>Pupil premium children to achieve 95%+ attendance</p>
<p>CPOMS to enhance the safeguarding procedures in school.</p>	<p>Implement the use of the CPOMS system for the monitoring and recording of safeguarding procedures and concerns.</p> <p>Complete regular and comprehensive safeguarding audits informed by the use of CPOMS.</p>	<p>CPOMS</p>	<p>The procedures and policies with regards safeguarding are fully up to date and in line with statutory requirements</p>

