

PUPIL PREMIUM PLAN

2018-2019



Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	386
Total number of pupils eligible for PPG	116 children – 47G, 69B
Amount of PPG received per pupil	£1320
Total amount of PPG received	£153,120

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	There is a variability between cohorts for the attainment and progress of PP pupils compared to their NPP peers. Disadvantaged children do not achieve at least in line with National at KS1 and throughout KS2.
B.	Pupils have personal social and emotional barriers, which inhibit their readiness to learn when coming into school. Pupils carry low aspirations and appear less motivated to do well in all subjects
C.	Most children have a limited awareness of how skills learned will support them in the workplace / future. Children do not understand how the curriculum may impact on their future.
D.	Language and literacy skills are lower on entry to school for pupils eligible for PP than for other pupils. This impacts on EYFS Literacy outcomes and slows reading progress in subsequent years.
External barriers	
E.	Some parents have had negative experiences of school themselves so this means that parental engagement of the most vulnerable pupils is low.
F.	Children have limited opportunities of out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imagination and vocabulary. This in turn impacts directly onto Writing and Reading attainment.

Desired outcomes	
A.	<p>A greater proportion of disadvantaged children will reach the expected standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated.</p> <ul style="list-style-type: none"> • Increase in the number of disadvantaged children reaching the expected standard at KS1 and KS2 in comparison to 2018. • Narrow the attainment gap between Disadvantaged and Non-disadvantaged in every year group when compared to 2018.
B.	<p>Lower attaining pupils, including disadvantaged pupils, will make accelerated progress so that they are achieving at least in line with their peers.</p> <ul style="list-style-type: none"> • Increase the number of lower attaining disadvantaged children achieving EXS by the end of the year across the academy. • Plan for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.

C.	Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress. <ul style="list-style-type: none"> Support and challenge disadvantaged pupils in lessons so their engagement levels are high.
D.	Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children. <ul style="list-style-type: none"> Ensure successful intervention outcomes, mirrored in whole school tracking of attainment and progress of Disadvantaged children. Enable a number of wider opportunities for Disadvantaged pupils so that they have improved access to the curriculum.

Planned Actions

Impact on Outcomes for all – Quality of teaching for all

Objective	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	What resources will we need?	How will we know that this action has had the intended outcome?
Leadership and Management To hold all teachers to account for the performance of All pupils, including Disadvantaged pupils. <i>Barrier A and F</i>	Pupil Progress Meetings focussing specifically on the attainment of Disadvantaged and Vulnerable pupils. Class files to identify Disadvantaged pupils so that these are targeted within lessons. Planning shows Disadvantaged pupils have targeted support. Monitoring focused on Disadvantaged progress and outcomes	Holding teachers to account has proven successful in ensuring individuals meet their personalised targets. This is built into the appraisal cycle and gives teachers the ownership over their own performance and impacts on outcomes.	OTrack tracking Disadvantaged Monitoring overview Case Studies	Increase in the number of Disadvantaged children achieving EXS standard at KS1 and KS2. The attainment gap between Disadvantaged and All will narrow in every year group compared to 2018. Increase in the number of lower attaining DA children reaching EXS by the end of the year in each year group.
	Robust and carefully moderated appraisal processes ensure that teachers are held to account for the quality of teaching and learning. Robust and rigorous monitoring to ensure that teaching and learning is no less than good for all groups and cohorts.		The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teacher, compared with 0.5 years with poorly performing teachers.	Monitoring Documentation Teacher Improvement Plans Appraisal Documentation Focussed CPD Training

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	Increase the opportunities for Disadvantaged pupils to engage in quality music teaching through the First Access Programme and choir.	EEF suggests that participation in music lessons improve outcomes in English, mathematics and science learning. Specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. With children on average adding 2 months to their learning.	Musical Instrument Loan Access to specialist teaching Access to Rotherham Music Service	Children are able to widen and broaden opportunities beyond the core curriculum. Increase in the number of Disadvantaged pupils learning to play musical instrument. Increase in the number of Disadvantaged pupils involved in Musical Activities.
Teaching, Learning and Assessment To engage all teachers in high quality CPD to develop teaching and learning strategies. <i>Barrier A, B, D and F</i>	Provision of targeted Teacher Improvement Plans which are responsive to the outcomes of monitoring the quality of teaching and learning.	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	RoSiS CPD events Independent CPD events Staff Meetings Learners First support	Quality of provision is at least good or better across all phases
	Provision of individualised mentor support through phase leaders.		Individualised support	All teachers moving strongly towards the next level of performance for quality of teaching
	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.		RoSiS CPD events Independent CPD events Learners First CPD	Teachers show rapid improvement as a result of targeted CPD from external consultants.
Teaching, Learning and Assessment To enable all associate professionals to access high quality CPD so that they are able to impact on pupil outcomes by having an understanding of key learning strategies. <i>Barrier A, B and D</i>	Provision of on-going training/support on a variety of aspects of role – Including RWInc, SEND, SEMH, Oracy	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.	In house CPD External trainers: SALT Hilltop SS SEMH team LSS MAST	School audit processes demonstrate that APs are highly effective and impacting on the progress of/ enabling teacher to impact on the progress of Disadvantaged pupils.
Pupil Outcomes To ensure that children have high aspirations for their attainment and strive to achieve targets. <i>Barrier B, C and F</i>	Raise aspirations of children's futures through career and jobs education for targeted children	Raising aspirations is an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. After conducting pupil interviews as part of the review, it was found that some children in Y5/6 cannot make links between their learning and future careers. At Maltby Manor we believe in creating life-long learners with high aspirations.	STEM links with businesses, e.g. AMRC Parental engagement – school nurse, football coach, accountant, builder Rotherham Music service Visit subsidising Coaches	Children can explain how their learning will link to future jobs and careers. Children's aspirations for their own futures are beyond the local community. Increase in number of Disadvantaged children attending visits and extra-curricular opportunities.
	Teachers to make links with businesses and jobs to provide wider experiences and hooks for learning.			
	Teachers develop the Inquiry curriculum to engage and hook learners through visits, 'Wow' experiences and quality resourcing			

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Pupil Outcomes To close / narrow the gap between Disadvantaged and Non-disadvantaged pupils in-line with national expectations. <i>Barrier A and D</i>	Embed tracking systems which closely monitor the impact of interventions and support for Disadvantaged children.	Holding teachers to account has proven successful in ensuring individuals meet their personalised targets. This is built into the appraisal cycle and gives teachers the ownership over their own performance. Reading comprehension intervention and small group tuition has been found to add 5 months of learning.	Disadvantaged tracking and monitoring documentation Disadvantaged Case Studies OTrack tracking	The progress of Disadvantaged pupils in all cohorts ensures that they diminish the difference to national levels of attainment.
	Aspirational targets for all children are set so that they are on track to make at least good progress.		OTrack tracking and monitoring of performance	All Disadvantaged pupils will achieve at least end of year targets.
	Employ additional teacher in Y6 to target individual children and groups.		Classroom Additional teacher 0.1FTE teacher support	The progress of Disadvantaged pupils in all cohorts ensures that they diminish the difference to national levels of attainment. All Disadvantaged pupils will achieve at least their end of year targets.
	Update RWInc Spelling strategies and resources. Targeted RWInc CPD, coaching and support.		RWInc resources RWInc Training	Disadvantaged pupils continue to achieve above national in Y1 phonics screening Disadvantaged pupils achieve at least in line with All at KS1 in Reading and GPS.
Pupil Outcomes To ensure low attaining pupils secure gaps in learning, building on prior knowledge. <i>Barrier A and D</i>	Staff CPD focussing on support to ensure all teachers know how to use prior attainment reports to identify gaps in knowledge and plan for appropriate learning opportunities.	External review showed that mathematics teaching did not always build on secure foundations and children did not have enough practice at fluency level before moving on and did not always have secure number knowledge.	Non-negotiables key facts Staff CPD	Monitoring show that children secure fluency of concepts before moving onto problem solving and reasoning.
Pupil Outcomes To develop the fluency of key recall facts in Mathematics. <i>Barrier A and D</i>	Improve the quality of maths teaching and learning through the development and implementation of fluency strategies alongside the INSPIRE programme.		Non-negotiables key facts Staff CPD INSPIRE maths materials	The attainment of Disadvantaged pupils is in line with national and improving at the same rate as other pupils in school.
Pupil Outcomes To further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage. <i>Barrier A and D</i>	Employ a speech and language therapist to provide therapy for pupils.	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).	SALT Provision	Children in EYFS are developing their communication and language skills which impact on GLD being above national. Listening and attention at EYFS is at least in line with National Average and is not a limiting factor for GLD.
Total budgeted cost				£86,120

Targeted Support for PPG pupils

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Leadership and Management To ensure governing body have full knowledge and awareness of allocation / spending / impact of actions. <i>Barrier A,B and D</i>	Termly meeting with PP governor, Principal and PP champion.	Leadership at all levels need to be held to account for the impact of the Disadvantaged spending on outcomes. There needs to be clarity for the Governing Body on how the monies are being distributed and the impact on pupil outcomes.	OTrack tracking Disadvantaged monitoring Pupil progress meeting notes Specific case studies	PP governor has detailed knowledge of the provision for PP pupils in school and of the impact of PP provision on the attainment of groups and individuals PP governor has a full understanding of the attainment and progress of the school Disadvantaged cohort when compared to the attainment of pupils nationally.
	Standing item on the RAC meeting for discussion to hold the Principal to account.		Disadvantaged monitoring PPM notes Specific case studies	Full governing body has a clear overview of the attainment and progress of groups and individuals within the Disadvantaged cohort and are able to compare the attainment to national.
Behaviour, Welfare and Safety To ensure attendance/ punctuality of children in receipt of PPG is monitored and in-line with other children in school and nationally. <i>Barrier B, C and E</i>	Provision of MLT Attendance Lead in order to research best practice and implement new strategies.	There is a clear link between poor attendance at school and lower academic achievement. In primary schools, less than 65% of children get good results in Maths and English in schools when they have an average of 15 days absence, compared to around 90% in schools where the average is less than 8 days. The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.	SLA MLT Attendance Director	Attendance of the Disadvantaged cohort continues to improve and gaps to the national attendance figures close.
	Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils.		MMA Attendance Officer dedicated time	Attendance of Disadvantaged pupils continues to improve and gaps to the national attendance figures close.
	Specific tracking/targeting of Disadvantaged pupils to ensure that gap to the rest of the cohort/national averages closes over times and rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.		Attendance Officer time EWO time MLT Attendance Director time	PA rates amongst Disadvantaged pupils reduces to inline or below national levels
	Development of range of outreach initiatives targeted at changing community perceptions of the need for good attendance. These include: <i>Attendance section of the school website Links with Early Help Leaflets and regular newsletters Promotions in school – rewards High profile of AO role</i>		Attendance rewards Creation of leaflets/ newsletters Time to update website	Parent survey shows changing attitudes to attendance Levels of holidays in term time decrease amongst Disadvantaged pupils.
Behaviour, Welfare and Safety To promote self-esteem and levels of engagement	Comprehensive programme of pastoral support in place to support the emotional needs of Disadvantaged pupils.	On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment	Dedicated Pastoral Lead time	Number of exclusions of Disadvantaged pupils reduced. Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey.

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in learning of vulnerable children. <i>Barrier B and E</i>	Personalised support and coaching put in place as identified on Triple E document.	itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	PE TA additional time Morning Gym Before School Activities for specific children	Number of incidences of poor behaviour amongst the most vulnerable Disadvantaged pupils reduced.
	MAST mental health support in place to meet the needs of most complex pupils.		MAST counselling sessions.	The mental health of Disadvantaged pupils is proactively addressed and support put in place through effective services.
	Develop parental engagement through a range of informal and formal strategies including; coffee morning, specific parents targeted for aspirational discussions and promotion of PP MLT document.	Research from the EEF states that the association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.	Pastoral Lead dedicated time	Parental survey shows parents of Disadvantaged pupils are supportive of school and actions taken Parental surveys indicate increasingly high proportions of pupils are happy at school
Behaviour, Welfare and Safety To employ a Family Support Worker and Pastoral Lead to provide social, emotional and mental health support to identified pupils. <i>Barrier B and E</i>	Ensure that a strategic approach is managing the emotional well-being of disadvantaged pupils through supporting both parents and the child.	On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Pastoral programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Family Support Worker Pastoral Lead	The family support worker will promote the well-being and mental health of the Disadvantaged cohort and proactively address issues as they arise – BOXALL profiles show improvement in SEMH over time.
Pupil Outcomes To close / narrow the gap between PP and non PP children in school and with national expectations. <i>Barrier A and D</i>	To develop the use of core texts to increase exposure to quality texts in all year groups.	Reading comprehension intervention and small group tuition has been found to add 5 months of learning. Children who access RWI and Fresh Start gain on average 3 months reading age. Developing a love of reading is a priority for the school. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	High quality and wide range of reading materials – age appropriate	Curriculum provision is highly engaging and the children are experiencing immersion into high quality literature; taking it beyond Reading and Writing.
	Increase high quality engagement of reading with adults to enhance progress in reading of Disadvantaged pupils		Training for volunteers/lunchtime supervisors Rotherham United Readers	Disadvantaged pupils will be attaining in line with national at all key data points.
	Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of pupils in key year groups.	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make	AP/Teacher time for Triage/ Pre teach /Intervention SAT resources Phonics 1 to 1 support	Disadvantaged pupils will experience high quality reading partnership and have positive role models for reading.

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		accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.	RWInc Resources	
Pupil Outcomes To increase the number of low attaining Disadvantaged pupils who achieve EXS in all year groups. <i>Barrier A and D</i>	Y6 Booster sessions before and after school staffed by teachers. Use of OTrack to identify gaps in learning so that children secure prior POS before building on learning. Teachers and APs are aspirational in the attainment and progress of Disadvantaged pupils.	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	Planned for booster programme OTrack software	Increase in the number of lower attaining Disadvantaged pupils reaching EXS by the end of the year in each year group.
Pupil Outcomes To continue to provide early targeted intervention/triage for underperforming groups as identified during pupil progress meetings. <i>Barrier A and D</i>	Focus specific on vulnerable groups at PPMs to ensure the gap in attainment is in line with national all Disadvantaged pupils.	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.	OTrack software	Gaps between the performance of disadvantaged pupils are closing sufficiently rapidly Teachers are fully aware of their Disadvantaged cohort and are focussed on the performance of vulnerable groups in their class.
	Use of OTrack to identify gaps in learning so that children can secure prior POS before building on.	Social class is a significant predictor of set placement. Pupils from lower socioeconomic backgrounds have a higher probability of being placed in lower sets irrespective of prior attainment. At Maltby Manor we have high aspirations for all pupils, regardless of their socioeconomic background.	OTrack software CPD	Monitoring shows that lower attaining pupils are secure in their learning before moving on. NFER standardised scores show children are in line with Age-related.
Pupil Outcomes To engage parents in activities and workshops so that they are more able to support their children with learning opportunities. <i>Barrier A, B, D and E</i>	Develop Disadvantaged section on website to promote its effectiveness and impact to parents/stakeholders.	The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.	Academy website	Parents are fully informed about the impact on Pupil Premium spending and understand how it can impact on their children's opportunities and experiences.
	Invite and engage parents to engage with activities to promote learning.		Information to share with parents	Parents are more engaged with their children's learning experiences which is impacting on the quality of provision and pupil outcomes.
Total budgeted cost				£67,000