

Pupil Premium Montsaye Academy Action Plan 2016-17

Review of Effectiveness of spending

Key Priority: To further narrow the gap by addressing inequalities and raising the attainment of those students in low-income families Lead: Principal working with the Vice Principal Evaluated by: Governing Body	What we expect to see: Targeted additional support strategies which	
	2016-17	<ul style="list-style-type: none">A. Improve the quality of all teaching and learning thereby enabling students on PP to be as successful as their peers so that they improve their levels of attainment and progressB. Develop the social and cultural capital and ambition of students on PP so that students understand the wider importance of a good education to a successful lifeC. Scrutinize data, triangulate self-review and monitor the progress of students on PP thereby identifying the circumstance under which students on PP make the most progress in order to close attainment gaps relative to school averageD. Raise the profile of students on PP with Governors, staff and parentsE. Improve the understanding of all students of the importance of attending school, on time and in a fit state to learn so that they have full access to our curriculum including alternative provision, personalised interventions including the opportunities to access additional provision, attend school and have their emotional needs met.

Impact Statement

- GAP between PP and others closed for the 4 time in the last 5 years.
- Overall P8 PP gap closed from – 0.73 to – 0.68
- PP Ebacc gap has been reduced from -0.62 to – 0.45
- The percentage of PP students gaining level 4 in English and maths rose from 38%-47%
- The HMI monitoring visit was positive about the progress made
- Pastoral system has been restructured to ensure additional PP support through the appointment of year progress Leaders
- This has led to an overall increase in the quality of teaching of over 13%. Which means that 60% of all teaching is at least good or outstanding

The information below provides more detail about progress made and has been coded red/amber/green to reflect this.

Pupil Premium Montsaye Academy Pupil Premium Rapid Improvement Plan (PPRIP)

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
To Improve the quality of all teaching and learning thereby	CPD in key areas of feedback, questioning, challenge and scaffolding. Bespoke training targeted at specific teacher needs.	Identified staff make progress against Ofsted criteria.	On-going	Records to show		<ul style="list-style-type: none"> • Key areas for improvement were identified for all staff. • Personalized, individualized CPD was completed on the key areas for improvement identified for each member of staff. • Through feedback form staff confirmed they understood the expectations. • Middle Leaders monitored progress and in 90% of cases reported an improvement in the quality of teaching in the key area identified.
enabling students on PP to be as successful	Bespoke support for RI teachers: mentors provided, support and joint planning followed by regrading.	Identified staff progress from RI to Good.	6 weekly	40% of time required	£3000 for mentoring time.	<ul style="list-style-type: none"> • 10 staff supported through the 'Collaborative Coaching for OFSTED success' programme provided by the Pilgrim Teaching Alliance. • Individualised programmes established for 8 staff, using the IRIS system supported by middle leaders and SLT.

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
as their peers so that they Improve their levels of attainment and progress						<ul style="list-style-type: none"> Subsequent monitoring identified an improvement from RI to GOOD in over 50% of those participating.
	ITP course to support staff who are 'stuck' RI teachers.	Identified staff make progress to Good.	On-going	10%	£2500	See above
	SEN Review commissioned with Outstanding special school to identify key issues and plan appropriate responses, including CPD requirements.	SEN CPD action plan created and implemented	April	100%	£2500	<ul style="list-style-type: none"> SEN Review conducted by Maplefields Teaching Alliance. Identified key actions which have been followed. Robust action taken and new, temporary appointment made to SENCo role.
	Revised approach to SLT Line Management shifting the focus to improving the quality of teaching over time through regular monitoring of individual's progress using a Professional Improvement Plan.	Reviews of progress demonstrate an increasing capacity to deliver good or better teaching in each department: individual targets set in department areas.	Two weekly	25% of additional time	£3000 for SLT time	<ul style="list-style-type: none"> Revised approach implemented that takes monitoring of T and L as a starting point and identifies key action to be taken with individual staff and departments. In subsequent meetings the impact of work is reviewed and further action planned. This has led to an overall increase in the quality of teaching and learning as good and above percentage has risen by over 20%.
	Literacy focus in teaching achieved through: <ul style="list-style-type: none"> Staff training Updated reading tests On-going monitoring of impact	On-going monitoring identifies an increased emphasis on literacy in teaching.	On-going	100% cost of tests	£2000 for NGRT reading texts	<ul style="list-style-type: none"> NGRT test scores have been shared with teachers as part of core data. Training has been provided to raise awareness. Introduction of DEAR and Accelerated Reader. Monitoring of Literacy has identified some improvements. Literacy marking is part of overall change to assessment systems. Review of reading due in November to identify improvements.

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	<p>Feedback given a high profile emphasis in on-going monitoring of standards:</p> <ul style="list-style-type: none"> Revised policy <p>Rigorous follow up</p>	<p>Monitoring indicates that feedback is at least good in 80% of books of PP students.</p>	On-going	Cost neutral		<ul style="list-style-type: none"> Quality of feedback in books has improved and latest work scrutiny suggest 80% of PP students' books have good quality feedback from the teachers. Revised assessment policy introduced in September 2017 with intention to ensure the follow up is even more rigorous.
	<p>Introduce PP Week focus for monitoring activities by middle leaders – reported back via SLT links to SIB.</p> <ul style="list-style-type: none"> Work scrutiny Student voice <p>Teacher discussions</p>	<p>Rigorous focus on achievement and progress of PP students evident in teacher interviews – where there are concerns bespoke training is provided.</p>	On-going	Cost neutral		<ul style="list-style-type: none"> This was introduced in January 2017, however the process was overtaken by the revised department monitoring and evaluation cycle – PP was a high priority monitoring group within this cycle.
	<p>Additional SEN support so PP students with literacy needs are provided with additional catch up time</p>	<p>Students on PP benefit from focused support.</p>	On-going	26.03% of one TA	£ 2,867.76	<ul style="list-style-type: none">
	<p>Additional literacy focus by using Accelerated Reading</p>	<p>Literacy levels improve across all years groups</p>	Dec 2017	40%	£ 4,000	<ul style="list-style-type: none"> Drop Everything And Read introduced in June 2017 and Accelerated Reader in September 2017. Initial monitoring has identified that the systems are being implemented consistently however impact on reading ages will not be available until November 2017.
	<p>Continuous Professional Development:</p> <ul style="list-style-type: none"> Focus on improvements in teaching and learning Increasing understanding of the learning process Prioritizing key groups' progress 	<p>High quality teaching for all- focus on quality first teaching, pedagogy focused on learning and high quality marking and</p>	On-going	26.03%	1,470.	<p>See above:</p> <ul style="list-style-type: none"> Individualized CPD OTP Programme ITP programme This has led to an increase of teaching judged at good or outstanding.

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
		feedback (8 months EEF 2015)				
	<ul style="list-style-type: none"> Embedding high quality marking and feedback 	<p>Target time follows significant work allowing time for reflection and discussion (NFER 2014)</p> <p>PP students benefit from the focus on marking and feedback which is one of our 5 PP strategies for 2015-16</p>	As per cycle	25%	1,000	<ul style="list-style-type: none"> Revised SLT led work scrutiny process focused on PP students. Focus on effective feedback and impact through target time. Clear evidence through SLT work scrutiny that there has been a substantial improvement in quality of feedback and response. Introduction of revised assessment policy and practices for September 2017.
	Consistent implementation of PUPIL P strategies to include individualized strategies for improving the quality of teaching once PP progress is identified as an issue.	PP students make progress in line or better than peers	On-going		0	<ul style="list-style-type: none"> This area has been a focus during RSL meetings with individual departments where in MFL for example have introduced strategies which have shown clear results in terms of engagement and motivation. This is evident as teachers identify and focus on PP progress in lessons.
	All staff to be engaged in CPD to ensure they understand the most effective teaching strategies to use with PP students	PP students make progress in line or better than peers	On-going	Cost neutral	0	<ul style="list-style-type: none"> See above.
	Where work produced is not of a satisfactory standard teachers insist it is done again.	PP students make progress in line or better than peers	On-going	Cost neutral	0	<ul style="list-style-type: none"> This strategy was directly related to the quality of presentation in students' books. Student feedback shows that they understand good presentation as defined by the school as a prerequisite to good learning
	2 x learning mentors support students with learning, coursework completion	PP students supported by LM	On-going	75% x 2	17,618.85	<ul style="list-style-type: none"> Learning mentors worked with students who had missed significant periods of time to help them catch up their subjects. There were staffing

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	and exam preparation and revision PP students are up-to-date with programmes of study and supported to better achievement in lessons so that	make progress in line or better than peers				<p>changes due to changed circumstances in school and retirement. It is unlikely that we will use Learning mentors to raise the progress in PP for next year</p> <ul style="list-style-type: none"> Although there is some anecdotal evidence of PP improving their confidence and catching up, we do not have the same level of detailed evidence we had previously
	To teach mathematics and English in smaller groups to ensure additional individual support for students.	PP students have more individual attention leading to better outcomes for PP students across the ability range but especially for those PP in smaller groups.	Sept 2016	26.03% of one salary	13,588.96	<ul style="list-style-type: none"> <i>Intervention lessons took place from January onwards in time freed up from disappiled subjects and these sessions were 1:4 or 5. This resulted in a boost in performance and confidence for these students. The reduction in the size of the Maths groups contributed to better matching data across the two subjects and therefore better outcomes for both Maths and English this year.</i> <i>Outcomes- Maths P8 PP gap closed -0.88 to – 0.8</i> <i>English was 0.32-0.49</i> <i>Ebbac 0.62-0.43</i> <i>Open slots -1.03-1.02</i>
	All marking to be diagnostic and follow the school policy with clear advice to improve outcomes	Students understand the ways to improve their work. PP students make progress in line or better than peers	On-going	100 staff x 400 pens pa	140.00	<ul style="list-style-type: none"> <i>The use of coloured pens has been revised this year as it was judged to be a distraction from using the feedback to improve work. There is a consistent, school wide focus on target time this academic year.</i>
	Students are encouraged to take more pride in their work	Raise importance of being READY TO LEARN. Books show increased pride and higher standards	weekly	Cost neutral	0	<ul style="list-style-type: none"> <i>Revised presentation expectations have been shared with students including classroom posters outlining the expectations.</i> <i>This has been rigorously monitored through department and SLT work scrutinies.</i> <i>There has been a significant impact, however it is not yet fully consistent.</i>

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	PP strategies implemented consistently	PP students make progress in line or better than peers	On-going	Cost neutral	0	<ul style="list-style-type: none"> Monitoring has suggested that PP strategies are still inconsistently applied and so further work is needed.
	Consistent use of target time by all departments as part of the marking and feedback policy	Teachers ensure targets lead to better progress by focusing on PP students during Target-Time	On-going	Cost neutral	0	<ul style="list-style-type: none"> Work scrutiny suggests that target time is used more consistently. The revised assessment practices will improve the consistent application of target time. Monitoring in the autumn term will ensure this is a consistent practice.
	Improved marking for Literacy by all staff- as part of detailed feedback	PP students make progress in line or better than peers	On-going	25% of allowances for literacy within English 2 nd dept team	2,000	<ul style="list-style-type: none"> Marking for Literacy is an expectation of the revised Assessment policy. This has been reinforced with staff and a poster outlining the process provided for all classrooms. Monitoring in the autumn term will assure 100% consistency. Impact will be measured in spring term 2018.
	Data rich (NFER 2014) systems-use of SISRA to help SLT/MLT identify students, teachers, departments and groups of students for whom progress is an issue through RSL meetings with MJJ and HODS	Progress of PP students analyzed and interventions provided to ensure progress in line or better with all students.	On-going	44.44%	1,063.	<ul style="list-style-type: none"> SISRA became a tool routinely used during RSL meetings focused on PP students and tracked their progress <p>A number of subjects closed their overall attainment PP gap from 2016.</p> <p>Maths English Science</p> <p>Overall P8 PP gap closed from – 0.73 to – 0.68 PP Ebacc -0.62 to – 0.45 Maths P8 PP gap closed -0.88 to – 0.62 In Photography PP students out performed non PP</p>
	Restart Room and red card system is used to reduce low level disruption	Disruptive reduces term on term	Termly	30 hours per week-40%	20,000	<p>This was effective in allowing us to remove particularly disruptive children from classes in order to let other students learn. The proportion of PP students removed from lessons due to disruptive behaviour was significantly higher amongst the student population with a ratio of 1:2.3. These students have now been tested for SEN and allocated provision.</p>

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
Develop the social and cultural capital of PP students so that they have the same expectations and opportunities as their peers	Work experience coordinator is sourcing high quality work placements	Disengaged or vulnerable students are supported with high quality work placements that will enhance their employability and reduce NEETS	termly	75%	9,235.	<i>We consider this to be a strength of our PP provision for those students on foundation Learning who attend work experience as part of their provision</i> <i>There were no PP NEETS this year.</i>
	Late Bus	PP students are able to remain at school to study using facilities or attending extra sessions until 5pm when extra bus will run to take them home.	July 2017	April onwards	1,500	<i>Very poor uptake at session 6 so no requirement for session 7 late bus.</i>
	We have employed an a teacher to run vocational courses and oversee college/work placements	To keep students engaged in education and provide an appropriate curriculum for them	On-going	37.00%	13,882.	<i>Provision for prep for working Life group highly recognised in reviews and exam results. Results place PP students above the cohort at 75% v 71%. Twice as many children got A grades than the rest of the class.</i>
	Alternative Provision – Hospital & Outreach Includes transport costs	Students with significant health issues are enabled to continue with school in appropriate venue	As needed	Termly X 2 x £ 3,600.00	£ 2,000	<i>Hospital and outreach – worked with a number of PP students but limited success in reintegrating students.</i>

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	We have employed an a TA to support vocational courses and assist with visits and college/work placements	To keep students engaged in education and provide an appropriate curriculum for them	On-going	37.00%	7, 000	<i>Provision for prep for working Life group highly recognised in reviews and exam results. Results place PP students above the cohort at 75% v 71%. Twice as many children go A grades than the rest of the class.</i>
	Alternative Provision – Progress House & EYS	Students with significant behavioural/social/emotional issues are enabled to continue with school in appropriate venue	As needed	2 students attend EYS provision	24,000	<i>3 Year 11 students attendance alternative provision for the final two terms of Year 11 to prepare them for college</i>
	A range of attendance interventions have been used to enable children to attend school regularly.	Use County model of letters, parent contract and fining. Assemblies, wake up texts, texts requesting confirmation a child is absent from school leads to better PP attendance	On-going	26.03 % of text costs 100% Of EWO costs- 70&	9,800	<i>Employed an attendance consultancy to do EWO job 71% of PA/PP students' attendance improved over the 20 weeks he was working with them.</i>
	Identify opportunities for specific PP students to ensure access to careers and education	See above	July 2017	Horizons x 20h	1,100	<i>All PP students had option 1 and 2 ready for their exam results day. No PP NEETS</i>

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	Monitor and audit PP attendance at extra-curricular	Data to ensure engagement is provided.	On-going	10% of DD Dof E allowance	261	<ul style="list-style-type: none"> 3 students attended extra curriculum visits
	Pastoral mentors and HOH run a variety of attendance intervention strategies (NFER 2014) home visits, collecting students and bringing them into school, reporting students MIE, meetings with parents, students, external agencies e.g. Hospital and Outreach, Information sessions for students to help them identify and own an attendance issue leads to better FSM attendance.	PP attendance improves Fewer PP students are PA	From Sept 2016	50% PM salary x 4	32,747.	<ul style="list-style-type: none"> 66% of pupils attending Hospital & Outreach were PP Real Programme – 100% 1 day a week alternative provision in the county. Vocational and hands-on courses run by a charity. Aimed at providing real life skills and support for students struggling in full time mainstream education. CAMHS involvement – approx. 65% PP
	We have offered funding for on-site gym membership to those students lacking self-confidence and self esteem	Opportunity to build relationships around common interest	On-going	Cost neutral	0	
	Breakfast club supervisor x 2 continues to support students with attendance and social issues. Vulnerable PP students have somewhere safe to come to as they arrive at school and something to eat.	Targeted PP students attendance improves	From Sept 2016	65.51% Breakfast club food and staffing x 2	£ 3,800	65% or 19 PP students are members of breakfast club which is funded to enable them to have a settled and healthy start to the school day
	We provide access and funding to support students with enrichment activities such as peripatetic music and theatre visits so t PP students do not miss out on enrichment activities hat	Data shows that PP develop culture capital by participating in events which might otherwise not be open to them	On-going		£3,510	19 PP students participated in peri music lessons which they would otherwise not have an opportunity to do.

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	Funding is provided to enable students to participate in school visits abroad to Chateau and on the ski trip for example	PP students do not miss out on enrichment activities	As needed		2,000	<ul style="list-style-type: none"> • 6 pupils attended Chateau and we assisted 4 others • 10 pupils theatre/museums/clothes show
	Where families are experiencing periods of difficulty we provide additional support with transport, uniform and food	PP students attend school appropriately dressed and ready for lessons	As needed		300	<ul style="list-style-type: none"> • 16 pupils provided with tie & jumper • 14 pupils provided with blazers/jackets • Unknown number of students provided with tights/socks • 1 pupil provided with textile materials • 3 pupils replacement bus passes •
	Building on behaviour and attendance focus creating an ethos of success and safety 4 pastoral mentors work on SEAL aspects affecting progress.	PP students are able to access support throughout the day which is part of our aim of getting children into school and ensure they are in an emotionally fit state to learn.		40% of 4 PM salaries	£18,000	<ul style="list-style-type: none"> • ES1 interventions – 64% of all interventions were with PP pupils. • Referrals to School Counsellor – approximately 60% were PP • ADHD workshop – 65% of attendees were PP • 68% of Early Help assessments were open regarding PP pupils • 78% of families with Social Care / MST involvement were PP • 74% of PP children had interventions / time spent with their Pastoral Mentor regarding behaviour • 81% of PP students spent time with their Pastoral Mentor for emotional support. • CAMHS involvement – approx. 65% PP • I'm the girl I want to be: 86% that attended this course were PP pupils

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
						<p><i>"I'm the girl I want to be" is an 8-session course which takes girls on a journey through issues of self-esteem, body image, fashion, the media, sex and relationships, friendships, dreams and aspirations and much more. It is designed to be a place for girls to share opinions and gives them space to make up their own mind about the issues that affect and interest them every day.</i></p> <ul style="list-style-type: none"> • 67% of PP families were referred for the Escape parenting programme run at Montsaye Academy. • 76% of pupils with EIP or Carl Henry involvement were PP pupils
	Additional administrative support for attendance issues	Admin support for House teams ensures we have a specific focus on the attendance of Pupil Premium students.	termly	26.03% of 2 House admin posts	£ 5,492.69	<ul style="list-style-type: none"> • This support enabled us to ensure we were able to chase up absences and send letters home. This team worked with Carl Henry in an admin role •
Triangulate self-review and monitor the progress of PP students	As per cycle ML/HODs discuss the outcomes of self-review with link SLT	Greater clarity and understanding amongst ML/SLT regarding PP outcomes, PUPIL P.	termly	Cost neutral	0	<ul style="list-style-type: none"> • PP GAP was comparison to last year.
	PP outcomes and the teaching of PP students become a focus for self-review.	PP progress improves across all subject as shown in data	Data drop	Cost neutral	0	<ul style="list-style-type: none"> • Session 6 was marketed at both Y11 parents evening and both the Feb half term and Easter revision sessions had a PP focus. • Invites and text messages sent to Parents and students to support improved attendance

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	To hold the school accountable for the money spent on intervention to ensure best value	School improves offer to PP students through process of evaluating and monitoring effectiveness of interventions.	termly	Cost neutral		<ul style="list-style-type: none"> As part of OFSTED process PP passed to curriculum leader RSL so that discussions about PP progress were raised with HODs Some notable successes were
Scrutinize data to identify the circumstance under which PP student make the most progress.	Additional member of the admin team enable production of regular PP statistics about the achievement and attendance of students in receipt of Pupil Premium.	results in a regular focus through data provided weekly identifying concerns at students by student level to further enhance our tracking of their progress	weekly	26.03%	£ 2,417.07	<ul style="list-style-type: none"> Information produced on a regular basis failed to lead to any real improvement in PP stats for PA. By Christmas we will be able to see if the increased accessibility afforded by G4S has led to an improvement
	Qualitative data to be collected at end of each data cycle and shared with SLT/HODs	Students benefit from extra focus and increased knowledge about improving progress	As per schedule	Cost neutral	0	<ul style="list-style-type: none"> School gap decreased
Regularly review progress at GSPAG meetings	Governors Standards Committee to monitor the progress of PP students and other low attaining students	Increased knowledge by Gov of PP progress	meeting	Cost neutral	0	<ul style="list-style-type: none"> PP progress was very much part of SIB board monitoring
	Trust Board to monitor the progress of PP students and other low attaining students	PP outcomes improve	Monitoring reports	Cost neutral	0	<ul style="list-style-type: none"> See above

Strategic response	Methods	Outcomes and success criteria	Review	% of PP £	COST	OUTCOMES
	Learning Support Unit Manager	To address disengagement with small groups of children; provide a range of interventions around developing resilience and coping strategies for more challenging life situations and reduce exclusions	termly	100% of salary	£ 25,821.50	<ul style="list-style-type: none"> • <i>ES1 interventions – 64% of all interventions were with PP pupils.</i> • <i>Referrals to School Counsellor – approximately 60% were PP</i> • <i>ADHD workshop – 65% of attendees were PP</i>
	Additional counsellor hours (5h) to support therapeutic work with students	Pastoral mentors and voluntary counsellor supervised by on-site counsellor	On-going	HH x 5 hours x 10 months	£ 3,200	<i>40% of the students attending over 600 sessions were PP</i>
	Counsellor to provide specialised support for students with significant issues that require additional support.	PP students support with emotional and mental health needs.	July 2017	45.56% of salary	£ 6,000	<i>2 students attended CBT therapy- sometimes in the holidays Attendance at a number of meetings with parents/external agencies.</i>