



MONTAGU ACADEMY
PUPIL PREMIUM ACTION PLAN
2015-2016



Montagu Academy
Striving for excellence, broadening horizons



SECTION	Pupil Premium Grant	
PRIORITY	Learning in the curriculum	
SPENDING SUMMARY	Planned Spend	Approximate Cost
	Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.	£119,002
	Purchase of additional class iPads to; <ul style="list-style-type: none"> - provide enhanced learning opportunities to capture evidence of high need children's learning 	£4,296
	Learning support for LAC 1 hour per week each.	£1,650
	Non-teaching SENCO and SEND TAs to further develop the provision and teaching of High Priority Needs children.	£50,660
	Release time for Deputy Head Teacher to further develop and monitor quality learning and teaching throughout school.	£47,601
	Targeted intervention for most able pupils.	£12,168
	Resources to support reading, including replacement reading books, refreshed guided reading sets and developing reading areas around school.	£4,113
	Funding towards school library.	£10,000
	Total Spend	£249,490

TARGETS	IMPROVEMENT ACTIONS	IMPACT (Success Criteria)	LEAD	RESOURCES / COSTS
1. Targeted intervention to work with disruptive pupils, enabling them to access the curriculum and prevent wasted learning time of peers.	<ul style="list-style-type: none"> • Employment of Behaviour Support Worker 	<ul style="list-style-type: none"> • Improved attendance (Attendance analysis) • Targeted children making expected progress (Assessment data) 	JA, Inclusion Team	<ul style="list-style-type: none"> • £17,620

TARGETS	IMPROVEMENT ACTIONS	IMPACT (Success Criteria)	LEAD	RESOURCES / COSTS
2. Provide additional support for children with a range of needs – emotional, social, behavioural, attendance/punctuality etc.	<ul style="list-style-type: none"> • Employment of 2 learning mentors & additional training as required to meet the needs of targeted children • Establishing nurture groups. 	<ul style="list-style-type: none"> • Barriers to learning are overcome and targeted children make rapid progress. (Assessment data) • Improved attendance Attendance analysis) • Reduction in the % of PA (Attendance analysis) 	JA, Inclusion Team	<ul style="list-style-type: none"> • £26,772
3. Targeted support for children to access new curriculum at expected level through pre-learning tasks & responsive interventions.	<ul style="list-style-type: none"> • Use of additional adults to facilitate responsive intervention for phonics, reading, writing and maths. • Small group work to extend children’s ability to meet age related expectations. 	<ul style="list-style-type: none"> • Increased attainment in reading, writing and maths. (Assessment data) 	MW, JBo	<ul style="list-style-type: none"> • £2,400
4. To ensure additional adult provision enables PPG children to make rapid progress.	<ul style="list-style-type: none"> • Member of SLT to monitor quality & provision of additional adults for PPG children through coaching sessions. 	<ul style="list-style-type: none"> • PPG children make rapid progress (Assessment data) • Provision offered by additional adults is good or better (coaching sheets) 	MW, JBo, KM	<ul style="list-style-type: none"> • £3,250
5. To ensure progress of LAC is in line with non-PPG.	<ul style="list-style-type: none"> • Teacher to provide additional intervention to looked after children 1 hour per week. 	<ul style="list-style-type: none"> • LAC make accelerated progress (Assessment data) 	JA	<ul style="list-style-type: none"> • £5,850
6. To ensure children with complex needs make good progress.	<ul style="list-style-type: none"> • Non-teaching SEND Leader to further develop the provision for High Priority Need children. 	<ul style="list-style-type: none"> • High Priority Needs children make at least expected progress (Assessment data) 	JBo	<ul style="list-style-type: none"> • £21,573
7. To ensure the provision for PPG children is enabling them to make good progress & further close the gap to non-PPG children.	<ul style="list-style-type: none"> • Release time for Deputy Head Teacher responsible for Standards & Pupil Progress & Teaching & Learning to further develop & monitor the quality of learning & teaching throughout school. • Release time for TLE to further develop & monitor the quality of learning & teaching throughout school. 	<ul style="list-style-type: none"> • Increased % of learning & teaching judgments rated as good or better • Progress & attainment gap between PPG & non-PPG narrows. (Attainment & progress data) 	KM, JBa	<ul style="list-style-type: none"> • £3,250
8. Improve performance of support staff	<ul style="list-style-type: none"> • CPD for support staff - Growth Mindsets 	<ul style="list-style-type: none"> • PPG children make rapid progress (Assessment data) • Provision offered by additional adults is good or better (coaching sheets) 	JBa	<ul style="list-style-type: none"> • £1,00

TARGETS	IMPROVEMENT ACTIONS	IMPACT (Success Criteria)	LEAD	RESOURCES / COSTS
9. To ensure most able PPG reach full potential	<ul style="list-style-type: none"> Senior teachers to provide intervention to targeted most able children 	<ul style="list-style-type: none"> 6% reach Mastery in Maths 	MB	<ul style="list-style-type: none"> £2,00
10. Individualising teaching to enable a greater % of pupils to pass the phonics test.	<ul style="list-style-type: none"> Additional adults used to enable more targeted teaching of phonics 	<ul style="list-style-type: none"> Gap of PPG children passing the phonics tests narrow. (Phonics assessment data) 	LJ, JBo	<ul style="list-style-type: none"> £2,472
11. Raise attainment & progress in reading	<ul style="list-style-type: none"> Reading enrichment & promoting reading for pleasure resources by providing replacement reading books, guided reading sets & establish reading areas around the school. Provide part funding to support purchase of a school library bus. 	<ul style="list-style-type: none"> KS1 assessment data show more children achieving ARE. 	MW, LJ, NC, SK	<ul style="list-style-type: none"> £16,000
12. Early intervention to enable potential PPG children to meet ARE at end of FS.	<ul style="list-style-type: none"> Additional FFS TA to develop prime areas of learning Enhance adult/child ratios because the children are entering school significantly below what is typically expected. 	GLD to increase year on year. (Assessment data)	MW, LJ	<ul style="list-style-type: none"> £6,180
13. Maintain the momentum of progress made in FS.	<ul style="list-style-type: none"> Provide summer transition packs containing resources to encourage parents to support their children. 	<ul style="list-style-type: none"> Baseline data on entry to FS2 & Y1 to show sustained knowledge and understanding 	LJ	<ul style="list-style-type: none"> £400
14. Raise % pupil meeting GLD at the end of EYFS	<ul style="list-style-type: none"> Equipping EYFS with appropriate resources & funding to supporting integrated learning & rising numbers. 	<ul style="list-style-type: none"> An increased % of pupils achieving GLD + 	LJ	<ul style="list-style-type: none"> £4,300

SECTION	Pupil Premium Grant	
PRIORITY	Social, Emotional and Behavioural	
SPENDING SUMMARY	Planned Spend	Approximate Cost
	Employment of Behaviour Support Worker	£10,493
	Employment of 2 Learning Mentors	£26,811
	Revised charges for Breakfast Club	£2,741
	Total Spend	£40,045

TARGETS	IMPROVEMENT ACTIONS	IMPACT (Success Criteria)	LEAD	RESOURCES / COSTS
1. Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning.	<ul style="list-style-type: none"> Employment of Parent Support Worker PSA to organize & facilitate parental courses & up skill parents in supporting their children. Enhance communication and support for specific families. Carryout Deputy Designated Safe-Guarding Officer role. 	<ul style="list-style-type: none"> Improved attendance (Attendance analysis) Reduction in the % of PA (Attendance analysis) Children of targeted families make accelerated progress (Assessment data) 	JA, MW	<ul style="list-style-type: none"> £12,000
2. All children are prepared for the day	<ul style="list-style-type: none"> Provision of spare uniform for vulnerable children. Revised charges for Breakfast Club where appropriate. 	<ul style="list-style-type: none"> Children have a good start to the day with a healthy breakfast. (Observations) Improved attendance (Attendance analysis) Reduction in the % of PA (Attendance analysis) 	MW	<ul style="list-style-type: none"> £2,600

SECTION	Pupil Premium Grant	
PRIORITY	Enrichment beyond the curriculum	
SPENDING SUMMARY	Planned Spend	Approximate Cost
	Revised charges for music lessons.	£7,100
	Shakespeare project	£1,800
	Doncaster Book Awards – Purchase of books & accompanying resources, Chris Fitt – visiting Librarian, Launch & Finale, & other opportunities as they arise.	£522
	Northern Ballet project	£1,310
	Wider opportunities music provision.	£2,334
	Visits to support/stimulate learning, including visiting artists and residential.	£3,575
	Total Spend	£16,641

TARGETS	IMPROVEMENT ACTIONS	IMPACT (Success Criteria)	LEAD	RESOURCES / COSTS
1. To raise the self-esteem and self-motivation of pupils.	<ul style="list-style-type: none"> Shakespeare project to work with Year 6 children. Children to perform to audience (parents/ carers/ pupils/staff). Northern Ballet to work with children in KS2. 	<ul style="list-style-type: none"> A raised enjoyment of learning. Self-esteem and motivation increased Key skills such as communication, team work, speaking and listening, reading and writing improved. 	MW, SO, KM, CM, SK	<ul style="list-style-type: none"> £2,262
2. To stimulate reading and broaden reading experiences.	<ul style="list-style-type: none"> Y5&6 more able to take part in the Doncaster Book Awards. Experienced librarian to visit school (Chris Fitt) to enthuse children. 	<ul style="list-style-type: none"> Positive attitudes towards reading. Parental engagement and home/school links to improve. Attainment and progress of identified children shows exceeding. 	MW, SO, KM	<ul style="list-style-type: none"> £1,055

<p>3. A rich and varied programme of educational visits available for all pupils.</p>	<ul style="list-style-type: none"> • Visits to enrich learning experiences (see long term overviews for each year group) • Visitors in to school to enrich learning experiences (see long term overviews for each year group) • Artists to visit school to as part of Montagu Academy Launch Week. 	<ul style="list-style-type: none"> • Enjoyment of learning • Self-esteem and motivation increased • Enhanced learning in topic areas. • Writing improves as a result of stimulating experiences. 	<p>MW, class teachers</p>	<ul style="list-style-type: none"> • £3,000
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