

Pupil premium strategy statement-Montsaye Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	984 (1100 12-13)
Proportion (%) of pupil premium eligible pupils	24.27% (7 to 13) 25.81% (7 to 11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Gopal Baria</i>
Pupil premium lead	<i>Elizabeth James</i>
Governor / Trustee lead	Jo Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,908.00
Recovery premium funding allocation this academic year	20,230
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£273,138

Part A: Pupil premium strategy plan

Statement of intent

To implement our Pupil Premium strategy, we allocate additional funding to support educational experiences and outcomes of disadvantaged students. Our key focus of our strategy is to have high expectations for all students, irrespective of their contextual background.

Our school wide approach to attainment for all means that high-quality teaching is delivered across the school. Our shared vision will provide a stimulating and safe learning environment which places teaching and learning at the heart of everything we do. High-quality teaching has been proven to have the greatest impact on closing the gap on disadvantaged pupils and invariably benefits the non-disadvantaged pupils in our school.

Our wider strategies include: Addressing barriers to learning, attendance, student well-being and building positive communication and support from parents and carers which is essential for driving the performance of PP students.

At Montsaye Academy, we are committed to continuously evaluating and refining our Pupil Premium strategy to ensure that it remains effective and responsive to the needs of our disadvantaged pupils. We believe that by providing targeted support and fostering a culture of high expectations, we can help all our students reach their full potential.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

We will ensure that all teaching staff are can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles

- Quality first teaching and effective assessment meets the needs of all pupils.
- For all disadvantaged students to have attendance inline with the national average for all students.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to and engage with the wider curriculum

- Montsaye Academy has 23.5% of children identified as disadvantaged. This is above the national figure of 20.8%.

Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students have underperformed in comparison to all other students, in particular in English and Maths, as reflected in their progress 8 score (2022/2023). Overall Dis P8 -1.26, English P8 -1.29 and Maths Dis Maths P8 -1.07, Non-Dis Maths P8 -0.31
2	<p>Literacy and numeracy skills of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in KS3. Y7 PP KS2 Reading 100.47 vs Non-PP 103.76. PP KS2 Maths 100.27 vs Non-PP 103.55</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p>Student attitudes to learning and behaviour result in higher levels of disengagement and exclusion for PP students. Published data (2021-22) shows PP suspensions at 42% (34% National) vs Non PP 9% (8% National)</p> <p>This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Attendance rates for pupils eligible for PP is at 91% (2018/19), below the national average for all pupils at 95%.</p> <p>Our attendance data for the past 3 years indicates that attendance among disadvantaged pupils has been between 6 & 11% lower than for non-disadvantaged pupils.</p> <p>34 to 53% of disadvantaged pupils have been 'persistently absent' compared to 13 to 22% of their peers during that period.</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
5	Staff retention and recruitment

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Progress 8 outcomes for disadvantaged pupils	<ul style="list-style-type: none">• Ensure progress 8 value is in line with the national average for non-disadvantaged pupils amongst similar schools.
Improved Attainment 8 outcomes for disadvantaged pupils	<ul style="list-style-type: none">• Ensure the attainment 8 value is in line with the national average for non-disadvantaged pupils in similar schools.
Decrease suspensions and behavioural incidents for disadvantaged pupils	<ul style="list-style-type: none">• A decrease in the number of exclusions and in line with national average for all pupils. A reduced number of behaviour incidents.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations.• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none">• Improve attendance to national average for all pupils, particularly disadvantaged pupils.• Attendance Team to ensure daily home visits are made where required.• Tutors to ensure they build strong relationships with their tutees.
Ensure all staff understand the barriers to learning for disadvantaged pupils	<ul style="list-style-type: none">• Provide resources for disadvantaged pupils where required – revision guides, uniform, access to extra - curricular provision where appropriate.• SLT and welfare team to highlight the contextual factors affecting the most vulnerable students. Teaching staff to be provided with CPD from staff who work closely with disadvantaged students to make sure they have a more detailed awareness of life outside the Academy.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£110,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of quality first teaching through CPD programme. Training will be provided for staff to ensure assessments are interpreted correctly.	Staff training days High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence. The Educational Endowment Foundation states that: the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.	1, 2, 3,5
Cognitive, metacognitive and self-regulated learning strategies used to support the quality of teaching and learning Embed deliberate practice throughout the year through briefings and whole staff training sessions.	Teaching metacognitive strategies and self regulated learning strategies have been highlighted by the Education Endowment Foundation. There is particularly strong evidence that it can have a positive impact on maths attainment: It has potential to add 7 months' additional learning when utilised accurately. Metacognition and self-regulation Teaching and Learning Toolkit EEF	1, 4
CPD programme supports teachers to understand the needs of PP students and how to support them.	Pupil Premium: General and targeted interventions (sec-ed.co.uk)	1, 3, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Ensure teachers use effective strategies to improve literacy in their classroom teaching.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1, 2
Ensure that parental engagement is high for our PP students and every opportunity is utilised to invite	Parental engagement EEF (educationendowmentfoundation.org.uk)	

parents to additional events including; training, consultation evenings and individual progress meetings to help support their children.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£85,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3,4
Delivering numeracy and literacy interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Closing-the-Gap_EPI-.pdf	1, 3
6 th for mentoring program to deliver 1:1 reading support for KS3 students	Research conducted by the EEF states that 'Cooperative learning approaches have been shown to be among the most effective strategies for improving adolescent literacy' (Slavin, Cheung, Groff, & Lake, 2008; Dietrichson et al., 2017; Herrera et al., 2016).	1,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£77,638**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed a whole school approach to behaviour and attitudes which includes respect for self and others, resilience and motivation to succeed, specifically for pupils who require support with regulating their behaviour and emotions.</p> <p>CPD for school staff with a training session from Tom Bennett.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Tom Bennett</p> <p>EEF states that 'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</p>	3,4,
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3,4,
<p>Lower PA rates of PP students to ensure it is in line with non-PP students.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £283,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was P-1.26. Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 25.62. Disadvantaged students have underperformed in comparison to all other students, in particular in English, as reflected in their progress 8 score (2022/2023). Overall Dis P8 -1.26, English P8 -1.29.

The data demonstrated that the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has widened slightly since the last academic year. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. One of the most significant contributing factors to this is the absence rates among disadvantaged pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Attendance rates for pupils eligible for PP is at 91% (2018/19), below the national average for all pupils at 95%.

Our attendance data for the past 3 years indicates that attendance among disadvantaged pupils has been between 6 & 11% lower than for non-disadvantaged pupils.

34 to 53% of disadvantaged pupils have been 'persistently absent' compared to 13 to 22% of their peers during that period.

The attendance rates of disadvantaged pupils fell to 91% in the 2018/2019, below the national average for all pupils at 95%. This was largely a consequence of the increased number of persistent absentees which has been significantly heightened through the pandemic. Attendance and punctuality will continue to be a focus in the new academic

year, where we will be working closely with students and families to improve student attendance and parental engagement. We have appointed new attendance officers and a new AP for Inclusion to help support our team with strategies to improve attendance. There is a significant gap in attendance between PP and non-PP students.

We have also conducted school surveys and drawn on school data to analyse wider issues impacting disadvantaged pupils' performance including behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present working collaboratively with progress leaders and SLT to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that Montsaye Academy will collaborate with United Learning Trust to ensure our systems of interventions are more robust to ensure their effectiveness has a positive impact on learning across the academic this next academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. These results indicate that we are not yet on course to achieve the outcomes that we have set out to achieve. We have reviewed our strategy and have made changes to how we will utilise the funding to support our disadvantaged pupils.

Externally provided programmes

Programme	Provider
Accelerated reader	Accelerated Reading Program Renaissance
NGRT Reading tests	Home - GL Assessment (gl-assessment.co.uk)
Maths Curriculum support	Sparx Maths

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
High quality career guidance to promote aspirations.
The impact of that spending on service pupil premium eligible pupils

All service children attended class visits and other educational experiences offered.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.