

# 3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		Montsaye Academy	
CURRENT PUPIL INFORMATION 2019/20			
Total number of pupils:	1004	Total pupil premium budget:	£214,582.50 (19/20)
Number of pupils eligible for pupil premium:	255 (25.39%)	Amount of pupil premium received per child:	£841.50

COHORT INFORMATION		
CHARACTERISTIC	TOTAL NUMBER IN GROUP	PERCENTAGE OF PP STUDENT IN GROUP
Boys	555	139 (25.04%)
Girls	449	116 (25.83%)
SEN support	117	45 (38.46%)
EHC plan	7	4 (57.14%)
EAL	58	7 (12.06%)
Year 7	173	49 (28.32%)

## COHORT INFORMATION

Year 8	197	50 (25.38%)
Year 9	193	55 (28.49%)
Year 10	181	47 (25.96%)
Year 11	179	45 (25.13%)
Year 12	58	9 (15.51%)
Year 13	23	0 (0%)

## Assessment data

### CURRENT ATTAINMENT (SECONDARY SCHOOLS)

	Data from previous 3 years		
	2016-17	2017-18	2018-19
Progress 8 score average	-0.68	-0.54	-0.59
Attainment 8 score average	35.44	38.07	39.87

## OTHER DATA

Look at:	Weaknesses
Attendance data	18/19 PP attendance (Y7 to 11) 87% vs 92% for Non PP
Behaviour data	PP (25.8% of cohort) generated 36% of BPs in 18/19. 40% of students with 100+ BPs were PP Students
Safeguarding referrals	

## LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) IMPROVE PROGRESS AND ATTAINMENT OF PP STUDENTS OF ALL PRIOR ATTAINMENT IN ALL APECTS OF P8 AND A8 . TARGET TO MEET NATIONAL NON-PP. (FOCUS ON MA BOYS). – DATA FROM 2017/18 & 18/19 SHOWS POOR PROGRESS AND ATTAINMENT FOR ALL CONTEXTUAL PP STUDENT GROUPS, WHEN COMPARED TO NON-PP.
- 2) IMPROVE THE LOW READING AGE / LITERACY SKILLS/ LEVELS OF NUMERACY OF PP STUDENTS ON ENTRY COMPARED TO NON PP, SO THE GAP IS CLOSED COMPARED TO NATIONAL DATA. LOW READING AGE / LITERACY AND NUMERACY SKILS ARE BARRIERS TO LEARNING FOR THE STUDENTS
- 3) IMPROVE ATTENDANCE OF PP STUDENTS TO MEET THE WHOLE SCHOOL ATTENDANCE TARGET OF 96%. POOR ATTENDANCE IS A BARRIER TO LEARNING AND ACCESSING QUALITY T&L AT THE ACADEMY
- 4) PROVIDE PP STUDENTS WITH ASPIRATION / CAREERS / ENRICHMENT OPPORTUNTIES THAT THE MAY NOT HAVE DIRECT ACCESS TO THIS GROUP OF STUDENTS NEED ACCESS TO QUALITY CAREERS ADVICE AND GUIDANCE EARLY ON TO RAISE ASPIRATIONS.
- 5) ENSURE QUALITY OF T&L AND ACCESS TO GOOD/OUTSTANDING TEACHERS ARE AVAILABLE TO PP STUDENTS - ENSURE TEACHER CPD IS A FOCUS OF THE ACDAEMY TO FURTHER DEVELOP FIRST WAVE TEACHING AND RECRUIT AND RETAIN THE BEST TEACHERS FOR OUR PP STUDENTS.



**PRIOTIY 1:**

IMPROVE PROGRESS AND ATTAINMENT OF PP STUDENTS OF ALL PRIOR ATTAINMENT IN ALL ASPECTS OF P8 AND A8 . TARGET TO MEET NATIONAL NON PP. (FOCUS ON MA BOYS). – DATA FROM 2017/18 & 18/19 SHOWS POOR PROGRESS AND ATTAINMENT FOR ALL CONTEXTUAL PP STUDENT GROUPS, WHEN COMPARED TO NON-PP.

Member of staff responsible: MJJ

Objectives	Actions to be taken	By whom	By when	Resources needed (linked to spend spreadsheet numbers)	Progress indicators	Success criteria
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<p>Progress 8 / Attainment 8 data for PP students in National examinations improves towards meeting national averages for non PP</p>	<p>Quality first wave teaching. Whole school and departmental training through, departmental professional improvement plans to promote continual development of staff's areas of development in the classroom to raise standards to at least good.  CPD around improving classroom practice and expectations to include specifically :  PP students to be the first point of contact when students are working.  PP students work to be marked first.  Discussing their feedback with them first.  Regularly re visiting them throughout the lesson to check on progress.  Differentiation to support progress for all and that PP students are directed toward challenging targets for them.  Questioning of PP students in the lesson to stretch and challenge their thinking.  Good teaching over time as a key principle of raising standards.  Use of data through go4schools to track and monitor impact of T&amp;L on progress</p>	<p>MJJ HoD PL</p>	<p>Reviewed at each of the 3 data collection points</p>	<p>Go4 schools Data team input  22 , 23</p>	<p>Overall DA P8 English progress element Maths progress element Ebacc progress element Open progress element</p>	<p>PP P8 data improves from the current -0.51 figure to at least -0.20 by 2020 -0.10 2021 0.0 2022.</p> <p>Attainment 8 data improves in line with the ability of the cohort.</p> <p>All contextual groups with the DA cohort are showing internal and external improvements are each data cycle or through published GCSE examination results</p>
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<p>Progress and attainment data improves for Y7-10</p>	<p>Whole school and departmental training through, departmental professional improvement plans to promote continual development of staff's areas of development in the classroom to raise standards to at least good.  CPD around improving classroom practice and expectations to include specifically :  PP students to be the first point of contact when students are working.  PP students work to be marked first.  Discussing their feedback with them first.  Regularly re visiting them throughout the lesson to check on progress.  Differentiation to support progress for all and that PP students are directed toward challenging targets for them.  Questioning of PP students in the lesson to stretch and challenge their thinking.  Good teaching over time as a key principle of raising standards.  Data folders to have seating plans and with PP students identified. Use of data through go4schools to track and monitor impact of T&amp;L on progress</p>				<p>Improvements in internal tracking data against FFT 20 /FFT 5 targets</p>	<p>Improvements can be tracked through the schools data collection cycle and through RSL meetings with PL</p>
<p>3. Use of data to identify and track PP student progress</p>	<p>Data team to provide contextual and subject based progress information at each DC point so this can be reported to SLT. PL can identify strengths and weaknesses of their cohort and plan interventions based on the data</p>				<p>At each DC point</p>	<p>Progress gap closes.</p>



**PRIORITY 2: IMPROVE THE LOW READING AGE / LITERACY SKILLS/ LEVELS OF NUMERACY OF PP STUDENTS ON ENTRY COMPARED TO NON PP, SO THE GAP IS CLOSED COMPARED TO NATIONAL DATA. LOW READING AGE / LITERACY AND NUMERACY SKILLS ARE BARRIERS TO LEARNING FOR THE STUDENTS**

Member of staff responsible: MJJ

Objectives	Actions to be taken	By whom	By when	Resources needed (linked to spend spreadsheet numbers)	Progress indicators	Success criteria
High levels of progress in literacy and that PP students reading ages are age appropriate	Intensive reading and numeracy programme for identified student through their KS2 scores and in house base line assessments. Each year group to have specific morning intervention group to work with specialist staff	MJJ PL SENCO LP	Data cycle points and reading age tests termly	Staffing TA / LP and ML  6, 10	Reading age data reviewed and shows improvements for students	To close the reading age gap between PP and non PP students. The % of PP students who are at least at their age appropriate reading age is at least the same as % non PP in all year groups
Improved rates of progress in Maths and English through early identification through the progress leaders PP review processes.	Drop Everything And Read (DEAR)/ Accelerated reader Some small group withdrawal / intervention. More regular reading age testing to assess impact. Use of specialist intervention teaching in Literacy trained colleagues and SENCO team. Reading ages assessed at least 3 times each academic year	MJJ PL SENCO LP		DEAR, English team, Literacy coordinator.  6, 10,		PP students with a barrier to progress in Ma/En are identified (through QLA of KS2 SATS) and supported through interventions. Year 7 students are supported through a specific programme to close the gap quickly in KS3.

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**PRIORITY 3) FURTHER IMPROVE ATTENDANCE OF PP STUENTS TO MEET THE WHOLE SCHOOL ATTENDANCE TARGET OF 96%. POOR ATTENDANCE IS A BARRIER TO LEARNING AND ACCESSING QUALITY T&L AT THE ACADEMY**

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed(linked to spend spreadsheet numbers)	Progress indicators	Success criteria
Improved attendance of PP students so that there is no gap between PP and non-PP attendance.	<p>Use of PL to monitor and oversee interventions linked to attendance / behaviour and progress. New attendance officer. Use of Pastoral support mentors. SLT lead on Attendance and Behaviour Supporting vulnerable PP students through the pastoral support team.</p> <p>Regular meeting of to identify barriers to PP progress for each year group with PP lead/ PL / PSM and SENCO</p> <p>Use of attendance policy so timely action is taken to challenge low attendance</p>	MJJ JCB PL / attendance officer	Attendance data is recorded on go4schools. Weekly analysis	<p>Attendance officer PSM time Mini Bus Admin time for phone calls Truancy call</p> <p>11, 12</p>	PP attendance improves weekly and termly for PP students	Increase in attendance to 96% and that PP attendance and PA are at least comparable with the national average.

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**PRIORITY 4) PROVIDE PP STUDENTS WITH ASPIRATION / CAREERS / ENRICHMENT OPPORTUNITIES THAT THEY MAY NOT HAVE DIRECT ACCESS TO. THIS GROUP OF STUDENTS NEED ACCESS TO QUALITY CAREERS ADVICE AND GUIDANCE EARLY ON TO RAISE ASPIRATIONS**

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed (linked to spend spreadsheet numbers)	Progress indicators	Success criteria
1. Provide opportunities for enrichment which break down the barriers to student aspirations	ERA days for each year group to have an aspect of raising aspirations and careers to engage the PP students and provide them with opportunities to experience a high aspirations culture to break down any barriers or lack of opportunities from their own experience or lack of . Use of U – explore to track and monitor PP students access to careers and that they have built a careers profile	EL / Progress Leader / MJJ		1 , 2 , 5		Positive evaluation of the ERA . PP students have had access to trips and are positively selected where possible to take part in opportunities.

2. To track and monitor PP student's engagement in enrichment activities across the academy	Form tutors to engage with PP students in their forms to ensure they know about all enrichment activities available to them. Form tutors / PL to encourage all PP students to attend at least one after school club / enrichment activity. Registers for enrichment attendance to be kept so PP attendance can be monitored	PL / Form tutors		1 , 2 , 5	% of PP students attending clubs is recorded and monitored by PL	PL to provide evidence that form tutors are sharing this information and checking attendance to clubs
3. KS4 PP students have access to good quality careers advice and guidance.	PP students in Y10 & Y11 to be given priority in terms of access to independent careers advice and reviews of this regularity through KS 4. This can be through the use of U-explore /Prospects			Access to Prospects careers advisor. U explore 25	Spreadsheet from prospects- at least 5% seen by October half term. 100% by Christmas	All PP students in Y11 have at least one interview by Christmas 2019. Y10 PP students to receive initial advise starting in Summer 2020
4 All PP students receive access careers advice and guidance	PL to consider these barriers at the PP Barrier meetings and identify where appropriate interventions or opportunities for vulnerable PP / SEND students to be given access to any support that might break barriers down.			11, 12		

5) ENSURE QUALITY OF T&L AND ACCESS TO GOOD/OUTSTANDING TEACHERS IS AVAILBLE TO PP STUDENTS - ENSURE TEACHER CPD IS A FOCUS OF THE ACDAEMY TO FURTHER DEVELOP FIRST WAVE TEACHING AND RECRUIT AND RETAIN THE BEST TEACHERS FOR OUR PP STUDENTS.

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed (linked to spend spreadsheet numbers)	Progress indicators	Success criteria
1. CPD programme to focus on quality first wave teaching ( Linked to Priority 1)	T&L team to deliver CPD on feedback/ pace and differentiation during INSET (November) / All staff meetings and via departmental meetings.	T&L team	November	13, 19 Bluesky	% of at least good lessons increases from 85%. Progress data for PP shows improvements from AP1 to AP3	Improvement in quality of T&L seen across the academy. Progress indicators show PP student progress in improving and the gap closing to non PP
	INSET Feb in to be given over to curriculum development to ensure teacher expertise in subject areas is developing.	HoD	Feb – July			
	Coaching programme to set up and embedded across departments. All staff to have a coach, coaching session to develop staff ownership of their own development needs.	All staff	Dec – July			
	Twilight INSET to focus on PP classroom practice – quality of direct instruction.	KB / T&L team	March 2020			
	MLT CPD on cultural capital at Montsaye to look at coverage within their curriculum areas to ensure opportunities are being provided	KB / MJJ	January 2020			

<p>2. ITT programme to identify the best new talent and look at employing where possible</p>	<p>ITT strategy across the academy to provide placement to student teachers through different pathways to allow the academy to have access to newest recruits to the profession and provide the academy with opportunities to employ the best of these in priority subjects to ensure good quality teaching.</p>	<p>GB/ ABU</p>	<p>September 2019 for phase A students and other pathways  Jan 2020 for phase B</p>			<p>Fully staffed for 2020</p>
<p>3. QA processes reviews, monitors and evaluates the quality of the teaching PP students are getting access to in the class room.</p>	<p>PL and MLT are monitoring quality of provision for all students through QA processes. With a particular focus on vulnerable PP / SEND students. Student voice and book monitoring to be part of this process.</p>	<p>PL / HoD/ HoS / SENCO with MJJ</p>	<p>Termly to feedback into PP Barrier meetings.</p>		<p>Progress data for PP shows improvements from AP1 to AP3</p>	<p>Gap closes for progress and attainment. PP and PP SEND students are positive about their learning experiences</p>