

3 Year Pupil Premium strategy plan (2020-21)

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Montsaye Academy		
CURRENT PUPIL INFORMATION 2019/20			
Total number of pupils:	1022	Total pupil premium budget: (final confirmed budget available in October 20)	£225,000 est (20/21) plus £4906 KS5 bursary
Number of pupils eligible for pupil premium:	245 (23.97%)	Amount of pupil premium received per child:	£918

COHORT INFORMATION		
CHARACTERISTIC	TOTAL NUMBER IN GROUP	PERCENTAGE OF PP STUDENT IN GROUP
Boys	590	137 (23.22%)
Girls	432	116 (26.85%)
SEN support	169	62 (36.68%)
EHC plan	9	6 (66.66%)
EAL	67	7 (10.44%)

COHORT INFORMATION		
Year 7	173	56 (28.32%)
Year 8	172	47 (29.06%)
Year 9	199	47 (27.63%)
Year 10	191	55 (24.60%)
Year 11	182	43 (24.72%)
Year 12	52	5 (9.61%)
Year 13	53	7 (13.20%)

Assessment data

CURRENT ATTAINMENT (SECONDARY SCHOOLS)			
	Data from previous 3 years (outliers removed)		
	2017-18	2018-19	2019-20
Progress 8 score average	-0.56 (-0.54)	-0.59 (-0.49)	-0.52 (-0.09)
Attainment 8 score average	38.07 (38.07)	38.98 (40.08)	33.67 (38.44)

OTHER DATA

Look at:	Weaknesses
Attendance data	19/20 PP attendance (Y7 to 11) 85% vs 92% for Non PP
Behaviour data	PP (25.3% of cohort) generated 42% of BPs in 19/20. 48% 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. CLOSE THE GAP FOR DA STUDENTS CAUSED BY THE COVID-19 LOCKDOWN AND SUBSEQUENT TIME MISSED IN SCHOOL- FOCUS ON ENGLISH AND MATHS CATCH UP WORK ACROSS ALL YEAR GROUPS
- 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
- 3) 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
- 4) PROVIDE PP STUDENTS WITH ASPIRATION / CAREERS / ENRICHMENT OPPORTUNTIES THAT THE MAY NOT HAVE DIRECT ACCESS TO THIS GROUP OF STUDENT 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 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.

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. CLOSE THE GAP FOR DA STUDENTS CAUSED BY THE COVID-19 LOCKDOWN AND SUBSEQUENT TIME MISSED IN SCHOOL- FOCUS ON ENGLISH AND MATHS CATCH UP WORK ACROSS ALL YEAR GROUPS

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&L on progress</p>	<p>MJJ HoD PL SLT</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 2021 -0.10 2022 0.0 2023.</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&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>

<p>4. Use of catch up premium money to close the gap for PP learners caused by lockdown due to COVID-19</p>	<p>Separate plan written-See appendix below. Key points. Appoint external tutors in the first instance to support catch up for English and Maths Engage with the national tutoring programme when it come on stream in November / Dec</p> <p>Provide opportunities for students who did not engage with online learning during lockdown- After school sessions / holiday sessions/ Saturday lessons (En/Ma)</p> <p>For Y6>7 target Maths below standard English reading / SPAG below standard</p> <p>KS4 (Y11) National Tutoring Programme Core catch-up / curriculum adaptation Extension to the school day Student motivation – through Enlighten education Promoting online learning platforms</p>		<p>On going Key review points at PP barrier meetings and DC points</p>		<p>Reading ages for improve for DA students throughout the year</p> <p>Maths progress for DA is at least the same as non DA</p> <p>Attendance of catch up sessions</p>	<p>90% attendance to catch up sessions. The targeted students English and Math's progress improves to at least only -.0.33 off target grade by January trial results and they are on target for final data collection (DC3)</p> <p>Reading ages increase to at least chronological age by Feb half term.</p>
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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. Introduction of guided riding into form time activities for KS3	MJJ PL SENCO LP		DEAR, English team, Literacy coordinator. Guided reading in tutor time / guided reading books 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 50% seen by October half term. 100% by Christmas	All PP students in Y11 have at least one interview by Christmas 2020. Y10 PP students to receive initial advise starting in Summer 2021
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)	<p>T&L team to deliver Rosenhiem principles of instruction through the 30 CPD sessions link to the academic calendar. Departments to used curriculum 60 time to focus on each aspect of ERA learner.</p> <p>INSET Dec in to be given over to curriculum development to ensure teacher expertise in subject areas is developing.</p> <p>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.</p> <p>Twilight INSET to focus on PP classroom practice – quality of direct instruction.</p> <p>MLT CPD on cultural capital at Montsaye to look at coverage within their curriculum areas to ensure opportunities are being provided</p>	<p>T&L team</p> <p>HoD</p> <p>All staff</p> <p>KB / T&L team</p> <p>KB / MJJ</p>	<p>November</p> <p>Feb – July</p> <p>Dec – July</p> <p>March 2021</p> <p>January 2021</p>	13, 19 Bluesky	% of at least good lessons increases from 85%. Progress data for PP shows improvements from AP1 to AP3	<p>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</p> <p>Bluesky T&L data shows improvements in the criteria identified for T&L and the baseline data from term 1 has improved</p>

<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 2020 for phase A students and other pathways Jan 2021 for phase B</p>			<p>Fully staffed for 2021</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>