



# Montsaye Academy Pupil Premium Strategy 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 the effect that last year's spending of pupil premium had within our school.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Montsaye Academy
Number of pupils in school	1100
Proportion (%) of pupil premium eligible pupils	24.09%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Meena Gabbi (Principal)
Pupil premium lead	Marc Jordan (Assistant Vice Principal)
Governor / Trustee lead	Robyn Allen

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£218,178 £6,558 KS5 bursary
Recovery premium funding allocation this academic year	£62514
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£287,250
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, low attendance and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EFF we acknowledge that 'good teaching is the most important variable schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes, especially in the areas of English and Maths.

#### ***The objectives of this plan are therefore:***

- To narrow the gap in attainment and progress between disadvantaged students and non-disadvantaged students;
- For all disadvantaged students to have attendance inline with the national average for all students;
- To ensure that all disadvantaged students have access to and the opportunity to engage with the wider curriculum.
- To ensure high quality T&L is at the centre of our strategy for improvements
- To ensure all students have access to a broad and balanced curriculum that supports a high aspirations culture

#### ***The key principles of our strategy include:***

- Promoting a culture of high expectations of attainment for all
- Use of online tutoring to close the gap for PP students
- Individualised approach to address barriers focused on outcomes for individuals
- Consistent high quality-first teaching
- Focus on outcomes for individuals – rather than on just providing strategies
- Recruit and develop staff to ensure access to quality first teaching
- Decisions based on data and respond to evidence
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

## Challenges

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

Challenge number	Detail of challenge
1	Teacher recruitment nationally / Marketing and recruitment strategy. Not being fully staffed
2	Lower levels of literacy and numeracy of PP students, especially at Y6 into 7 (on entry to Montsaye)
3	Low aspirations amongst this group of students. Increasing the number of PP students who study L3 qualifications at MA and no. of Y13 PP students attending university
4	Poor attendance and PA of disadvantaged students
5	Weaker progress and attainment for disadvantaged students compared to non-disadvantaged, further compounded during the 2021/22 academic year (due to high level Covid absences)

## 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
An ambitious and progressive curriculum will be fully established across school	A progressive curriculum across Y7- 11 will be in place ensure knowledge and skills are build on each year for all pupils. These will be externally verified by the Academy DD QA process
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 all subjects, Girls in Maths and Boys in English) Close these gaps for PP students within the school and compared to National Data.	Gap closed between PP and non PP within school but also between our PP score and national data for non PP.  Use of residuals data at all key stages shows gaps closing and are comparable to non PP and FFT targets  This will be measured using in school data tracking through go4schools and

	<p>nationally published data for public examinations.</p> <p>PL and MLT to use student voice information to track PP students opting into learning</p>
<p>Improve low reading age/literacy skills/levels of numeracy of PP students on-entry compared to non-PP, so that gap is closed compared to national date. To use specific interventions such as On line tutoring for those identified as behind in English and Maths , Rapid reader programme , guided reading in form. Use of English Learning mentor to lead the xxxxx programme</p>	<p>Reading ages of PP students closes rapidly towards non PP reading ages . Tracked by reading age data obtain every term (14 week term). Provided online tutoring for disadvantaged students during the 2022/23 academic year. Students to have 1 hour of catch-up tutoring per week .</p>
<p>Improve attendance of PP students to meet the whole school attendance target of 96%. Reduce PA within disadvantaged students, to bring inline or better those of non-disadvantaged students</p>	<p>PP attendance gap closes so it meets at least the national average or better for PP students. PP PA gap closes to school target</p>
<p>Raise aspirations by providing PP students with aspirations/careers/enrichment opportunities so they have direct access to high-quality careers advice and guidance early on.</p>	<p>All PP students at Post -16 &amp; Post 18 are not NEET and have a pathway in place. PP students to receive priority interviews at KS4 or in Y9 to engage with careers and aspirations. All year groups to have accessed any external opportunities for aspirational education trips to UoN or other provider</p>
<p>Ensure access to good/outstanding teachers to ensure quality first teaching for PP students. Provide CPD linked to a high challenge culture for all students .</p>	<p>Quality of teaching and learning and the curriculum allows students to make at least the same progress as non-PP students nationally</p>

### 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Recruit extra Maths and English staff to support the catch-up programme for KS3 &amp; 4.</b>	EFF toolkit Small group tuition +4 months .  EFF toolkit Oral language interventions + 6 months	1
<b>ERA learner CPD to improve T&amp;L across the Academy in line with our whole school ERA principles</b>	EEF toolkit – Meta cognition + 7 months  EFF Toolkit behaviour interventions – supporting better engagement + 4 months	1

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>English and Maths intervention / catch up for KS3 &amp; KS4 with tutors for DA pupils</b>	EFF toolkit Small group tuition +4 months .  EFF toolkit Oral language interventions + 6 months	2  5
<b>Literacy / Reading and Numeracy interventions for students not secondary ready as identified from CATs scores</b>	EFF Toolkit – Reading and comprehension + 6 months  EFF toolkit Oral language intervention + 6 months	2  5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Aspirations and Careers through ERA days, prospects support</b></p>	<p>Previous feedback from students and parents , low numbers of NEET for our Y11 students</p>	<p>3</p>
<p><b>Pupil Premium first strategies implemented in all classrooms to support progress and attainment in all Key Stages</b></p>	<p>ERA learning walks , Step lab , PM observations and DD learning walks.</p>	<p>5</p>
<p><b>Use of PL and Student Welfare officers , Attendance officer to monitor and oversee interventions linked to attendance / behaviour and progress. SLT lead on Attendance and Behaviour Supporting vulnerable PP students through the pastoral support team.</b></p> <p><b>Regular meeting of to identify barriers to PP progress for each year group with PP lead/ PL / SWO and SENCO</b></p> <p><b>Use of attendance policy so timely action is taken to challenge low attendance</b></p>	<p>EFF Parental Engagement +4 months</p>	<p>4</p>

<b>Total budgeted cost:</b>	£ <i>[insert sum of 3 amounts stated above]</i>
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<b>1</b>	<b>Teacher recruitment nationally / Marketing and recruitment strategy. Not being fully staffed</b>
	<p>We were fully staffed in all departments last academic year and also employed two learning mentors to work in Maths and English alongside the external tutors that we have employed to work with KS4 students. They all worked with individuals and small groups who had been identified by our data and progress leaders. Several adverts for key posts also had recruitment and retention allowance attached to them so we could try and recruit more fulltime staff in Maths for example. This allowed us to recruit a new Head of Maths who starts in January 2023. A new Assistant Vice Principal post for Inclusion and behaviour was put into the budget to expand the senior team and oversee some of the key areas linked to disadvantaged students. The landscape for recruitment into any subject was challenging again last year and we expect this to continue to be the case in 2022-23 as there is a national shortage of teacher in nearly all subjects. However, we have also used part of our PP money to support our wider strategy around recruitment by supporting our ECT programme for teachers entering into the career. This has proved successful with Maths / Science and Humanities ECTs</p>
<b>2</b>	<b>Lower levels of literacy and numeracy of PP students, especially at Y6 into 7</b>
	<p>Our reading age data shows that disadvantaged students improved their reading ages throughout the year in almost every year group and abilities within those year groups. The data also showed that KS3 students continued to make progress towards their chronological reading ages. PP students who were involved in targeted interventions for reading made progress in their reading ages similar to those non PP students selected for the same interventions. We also introduced the 'Switch On' reading programme through our English learning mentor in the summer term to target students with significant reading issues through a 6 week programme. The impact of this has been that all 9 students who attended the programme improved their reading ages closer to their chronological reading age. These programme will continue to run throughout the 22_23 academic year.</p>
<b>3</b>	<b>Low aspirations amongst this group of students. Increasing the number of PP students who study L3 qualifications at MA and no. of Y13 PP students attending university</b>



	<p>All PP students in Years 10-13 are giving priority meetings careers advisor , we carefully target them to ensure they have at least two meetings to help guide them into appropriate post -16 and post 18 options. The number of NEETS we have as an academy is low. Almost all the PP students were able to access a post 16 or Post 18 course that fitted in with their career plan. Not all the students got onto L3 courses due to slightly lower attainment data. This continues to be an area that will prioritise again for 22-23. All year groups had access to careers advice and guidance through our ERA days as well as accessing the U explore careers programme. A careers lead was also appointed to oversee this area as it is one we recognise needs to central to providing opportunities. The academy through some of it partnerships also worked with the Elephant group to provide engagement in University for our sixth former and with the UoN to provide opportunities for our PP students in Year 8 &amp; 9 visit and be students for a day. These both received good feedback and we will continue to invest in them and other programmes in 22-23 .</p>
<p><b>4</b></p>	<p><b>Poor attendance and high PA for PP students</b></p>
	<p>PP attendance and PA has been a challenging barrier to break down and data suggests it is not where we want it to be as an Academy for PP students in all year groups. However, with the investment in our attendance team and new family support worker we have started to create further capacity to break these barriers down with the PP students with the lowest attendance. The gap between PP and non PP students is</p>
<p><b>5</b></p>	<p><b>Weaker progress and attainment for disadvantaged students compared to non-disadvantaged, further compounded during lockdown.</b></p>
	<p>At KS3 our micro cohort data suggests that in most subjects PP students are still behind their non-PP peers. In most cases this can be linked the issue of lower attendance to lessons which has led to some of these gaps. This pattern is repeated in KS4 where the PP outcomes for all contextual groups was lower than non PP and national data. There is further work to be done to address the attendance of the students into lesson and the culture of behaviour for learning that is needed to improve the progress. Where students were targeted for interventions in their subjects and they did attend there were improved outcomes. We will continue to target attendance as our biggest barrier to improving our outcomes in 22-23.</p>

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<p><b>How did you spend your service pupil premium allocation last academic year?</b></p>	<p>Improve A8 and P8 outcomes</p> <p>Improve PP attendance</p> <p>Provide good quality T&amp;L / intervention and support in lesson (online remote learning in lock down)</p> <p>Provide good quality careers guidance to promote aspirations</p>
<p><b>What was the impact of that spending on service pupil premium eligible pupils?</b></p>	

