

# Pupil Premium Fund strategy statement Montsaye Academy 2018-19

1. Summary information					
School	Montsaye Academy				
Academic Year	18/19	Total PP budget	£220,600	Date of most recent PP Review	October 18
Total number of pupils	917 (7-11)	Number of pupils eligible for PP	248	Date for next internal review of this strategy	Summer 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2017</i>
Progress 8 score average	<b>-0.73 (2016) / -0.69 (2017) / -0.54 (2018)</b>	0.11
Attainment 8 score average	<b>37.9 (2016) / 35.33 (2017 new points system) 38.1(2018)</b>	52

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Low reading ages for PP students compared to non PP
<b>B.</b>	Poor literacy / numeracy skills for PP students leading to lower Maths and English progress compared to non PP students
<b>C.</b>	Middle and Low ability prior attaining PP students make less progress than non PP students in overall P8
<b>D.</b>	PP Students of all prior attainment, progress in the open element is below national average and is the weakest element of P8
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>E</b>	Low attendance rates for PP students compared to the whole school attendance target of 96%
<b>F</b>	Aspirations / engagement of PP students in school and with wider enrichment / careers opportunities compared to non PP students

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy and that PP students reading ages are age appropriate	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.
<b>B.</b>	Improved rates of progress in Maths and English through early identification through the progress leaders PP review processes.	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.
<b>C.</b>	P8 gap closed between DA and non DA nationally	PP students identified as middle and lower attaining students from KS2 scores make at least the same progress as non PP students. PP students who have not making the expected level of progress at each assessment point are receiving further interventions.
<b>D.</b>	Open bucket subjects progress outcomes are at least comparable with national figures for PP students	Open bucket progress is monitored through the academy assessment points and that PP students who are not making expected progress are receiving further tracked interventions and support. Open bucket residual shows an improving trend towards 0 or better.
<b>E.</b>	Attendance for PP students is at least the same as Non PP	Increase in attendance to 95% and that PP attendance and PA are at least comparable with the national average.
<b>F.</b>	PP students gain fast track access to wider enrichment / aspirational / careers opportunities throughout KS3 &4. Alternative provision for eligible PP students who are not able to engage fully with the main stream curriculum.	Fast track access to careers guidance and support through prospects. Access to cultural opportunities through school trips / access to visitors / specific assemblies. Opportunity for a visit to University or other higher Education establishment. Close monitoring of PP students profiles through U explore. To include usage of U explore and student voice shows aspirations for this group.

## 5. Planned expenditure

**Academic year**

**2018-19**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C & D Improve the rates of progress of PP students through Improvements in the quality of feedback and differentiation in the classroom.	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.	EEF data Feedback +8	Through LM meetings. Whole school and departmental QA process – MLT / PL / SLT QA cycle Ofsted monitoring visits Data analysis – identification of gaps and interventions.	GB	Ongoing through the QA process RSL meetings / data drops /PL meetings. SIB Book monitoring.
C&D Improve the rates of progress of PP students through Improvements in the quality of teaching & learning across the academy	Whole school and departmental training. Individual improvement plans for staff professional development, based on MLT observations Specific training on differentiation, use of questioning and quality of feedback. Training on literacy support for staff to better differentiate resources in the classroom.	Meta-cognition +8 Mastery learning +5	As above + PM process	GB MJJ	Termly through the SLT/MLT QA process.

B Focus on provision and intervention for PP students in literacy and numeracy for Y7 & 8 PP students	Intensive reading and numeracy programme for identified student through their KS2 scores and in house base line assessments.	High quality teaching to raise progress of PP students. EEF toolkit: feedback +8 Collaborative learning +5 months	HoD Maths , English and SENCO supported by numeracy / literacy coordinators to evaluate impact of programme , quality of T&L , student voice	HoD EN/MA/SENCO	Through assessment point data and year group PP meeting cycle.
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**Total budgeted cost** £

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved reading ages / literacy skills for PP students in KS3 and KS4	Drop Everything And Read (DEAR)/ Rapid reader Some small group withdrawal / intervention. More regular reading age testing to assess impact. Use of specialist intervention teaching in Literacy from primary trained colleague and SENCO team. Reading ages assessed at least 3 time each academic year	EEF – reading and comprehension strategies +5 Small group tuition +4	Through the literacy coordinator / head of English. Book monitoring through QA processes	SDD  SLT	Termly
ABCD  More focussed data tracking and monitoring of PP contextual group. Action planning to meet the needs through interventions.	Go4Schools / RSL meeting with MLT / Progress Leaders more accountable for outcomes	Ofsted report – feedback and report on the lack of progress of our PP students historically	Through SLT lead with MLT / PL and the SIB (School Improvement Board)	MJJ / PL	

**Total budgeted cost** £

## iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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		<b>rationale for this choice?</b>			
ABCD Improved outcomes / expected progress for PP students in all subjects in every year group.	Improvements in the quality of T&L. Sharper focus on the data and holding MLT / PL more accountable for the these outcomes through Raising standard leader meetings . Reviewing impact of intervention strategies. Raising expectations of staff and students through use of FFT 20 targets. PP intervention plans at departmental level.	Dis advantaged progress and gap below national. (See data above and RAISE comparison document)	Through the Academies QA process	MJJ / SLT / MLT / PL	Throughout the QA cycle RSL meetings.
E Improved attendance and behaviour for learning for PP students	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.  Regular meeting of to identify barriers to PP progress for each year group with PP lead/ PL / PSM and SENCO  Use of attendance policy so timely action is taken to challenge low attendance	Low attendance and behaviour data for PP students. PP attendance overall is 89.64% vs 93.93% for non PP. PP Persistent absence 31.5% vs12.84% for non PP. Average behaviour points for PP 14.68 vs 11.54 for non PP.	Line management meetings. PL RSL meetings with SLT. SLT link with attendance officer SLT /PL link with Pastoral Support mentors	MJJ / JCB	Throughout the QA cycle (as described above) Regular line management meetings Through year group PP meeting cycles
F Opportunities for enrichment	Support for trips and access to out of school activities, theatre, D of E, careers, University visits, guest speakers, music lessons. Priority access to careers advice and mentoring.	Data, trips survey, assemblies , student voice	Through planning the calendar, work with progress leaders. Reviewing academy priorities	MJJ	On-going through the impact of PP spend and planning for 2018-19. Through year group PP meeting cycle
<b>Total budgeted cost</b>					<b>£</b>