

Pupil premium strategy statement (secondary)

1. Summary information					
School	Mossbourne Community Academy				
Academic Year	2017/18	Total PP budget	£469,135	Date of most recent PP Review	n/a
Total number of pupils	1,322	Number of pupils eligible for PP	585 (inc Year 12 & 13)	Date for next internal review strategy	Easter 2018

2. Current attainment			
	PP students 2017	Non-PP students (your school)	PP students (nat. ave.)
Progress 8 score average (2016/17)	0.95	1.18	-0.38
Attainment 8 score average	55.0	59.5	41.1
Achieving EBacc	38%	62%	11.7%
Achieving 5+ in English and Maths	47%	70%	43.1%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low prior attainment
B.	Literacy skills
C.	Behaviour, emotional and social difficulties
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Extra-curricular opportunities

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress for PP students	PP student progress in line with NPP student (NPP students to be maintained)
B.	Improved progress for PP Black Caribbean male students	Progress in non-EBACC subjects and Science is 0.5
C.	Improved progress in literacy for Year 7 & 8 lower attaining pupils	Reading and spelling ages for PP students in line with NPP students
D.	Improved engagement in learning and post 16 provision	Reduction of FTEs and PEX for PP students Attendance rates of PP students in line with NPP students

5. Planned expenditure					
Academic year	2017-18				
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					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduced class sizes	Improved quality of teaching and learning.	Reduced class sizes EEF research	Head of Learning Areas to ensure provisions are made for targeted students.	HoLAs	Summer 2018
Additional classes for the basics	Impact on attainment.	Additional classes will allow for more time in the delivery of the new curriculum.	Head of Learning Area for English and Maths to liaise with SLT member in charge of curriculum.	HoLAs/JCS	Summer 2018
To accelerate the rate of progress in literacy	Increased lesson observations with a focus on literacy.	Schoolleaders.thekeysupport.com Research suggest that there is a triangulation of observations and a range of other evidence along with effective feedback.	Regular monitoring of the literacy spreadsheet.	Literacy Co-ordinator	Half-termly
Targeted marking and feedback	Improved P8 score for PP pupils most at risk of underachieving.	The EEF highlighted the effectiveness of precise feedback, indicating what pupils have done well and what they need to do to improve.	Whole school book looks Marking observation focus.	SLT & Post Holders	Ongoing
Total budgeted cost					£340,000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Saturday School for KS4	Students are given opportunities to address any misconceptions in their learning and work with their teacher in a smaller group setting.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	Oversee Saturday School groups through monitoring of data.	Saturday School Co-ordinator and Assistant Vice Principal.	Half termly
Weekly sessions focusing on grammar, comprehension and inference skills	Improved literacy skills in Year 7 & 8	PP pupils' entering the Academy with lower than expected attainment in literacy.	Observations. Overview of resources.	Head of Learning Area for Prep and English.	Half termly
Small group tuition in English and maths – through	Improved attainment In English and maths at KS3	Improvement in PP pupils making better or progress. We want to invest lower down the school as research suggests that early targeting is imperative. The EEF as recommend smaller group.	Maintain focus on, as the gap remains evident. Pupils monitored after each data input. On-going observations, which focus on PP students' books observations.	English & maths teachers.	End of 2017/18 academic year

Saturday School for Year 7 and 8	Students will experience a range of enrichment and academic booster sessions.	Proven impact with small group teaching and enrichment beyond the classroom is recommend for PP students.	Through a rigorous scrutiny of data used to select students, an organised approach to setting up and running the Saturday Programme will take place across the year.	Saturday School Coordinator & Assistant Vice-Principal.	Half termly
Study Club	Staffed by Heads of Departments and post-holders, Study Club runs four times a week tailored to	One-to-one sessions have proved successful with students historically.	Rigorous use of data to PPI students who are at risk of not getting their EBacc or Basics.	Study Club Coordinator	Half termly
Prep					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intensive reading intervention programme which supports dyslexic students with memory, processing and auditory skills	<i>Fast ForWord</i> Improved reading ages and speed	Proven impact 2016-17.	Organised time during Prep for targeted entering the Academy with a lower than expected reading age. Standardised scores.	Literacy Coordinator/ HoLA for Prep	Results from the Reading Test
Small group intensive reading programme targeting a number of reading skills for students across Years 8-12	<i>Reading Plus</i> Increased levels of literacy	Proven impact in literacy skills 2016-17.	Students who scored below 90 in their NGRT tests are selected.	Organised sessions 3 times per week during P8	Half termly
Foster a reading culture and encourage reading for pleasure in students of all abilities	Read, Lead & Succeed Library lessons Reading during form time, Year 7 -11	Professor Charles Deforges' extensive research demonstrates the impact of reading, especially at home.	Pupils demonstrate better reading comprehension skills and an enjoyment for reading.	Whole School Literacy Coordinator	Half termly

Support tailored for pupils with low numeracy levels	Maths Booster Class for Year 8	To ensure that the gaps are narrowed at KS4, between PP and non-PP students, starting interventions early based on KS2 and 3 data.	Rigorous use of data in selecting students who are underachieving.	KS3 Coordinator for maths	Half termly
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support tailored for pupils with low literacy levels	Grammar Masterclass	New English curriculum demands a strong acquisition of grammar.	PAM	Head of Learning Area for English	Half termly
Provision of Lexia	Improved reading ages	Students targeted who have entered the Academy with lower than expected reading age – below 100.	Monitoring of the literacy and students' performance.	Literacy Coordinator	Half termly
Personalised individual tutoring sessions	Improved attainment	Underperforming students are targeted based on their data.	PAM	HoLA for English	Half termly

Total budgeted cost

£320,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The Brilliant Club/ Into University	Expose students to high calibre universities	Increase the levels of participation at selected universities.	Monitor participation lists.	Higher-Education Coordinator	Half termly
To provide a support programme for students to achieve their academic and social goals.	Learning Mentor Programme	Proven impact in behaviour and pupil engagement.	Monitor behaviour and curriculum of individuals.	Vice Principal	Half termly
Support students with financial hardship for trips.	Financial support for trips	24.2% free school meals.	Liaise with HoLAs & Mentors.	HoLAs	On-going

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Inform staff/Governors regarding PPI students/MCA profile and National	Staff INSET regarding PP students and literacy.	Research from Achievement For All highlights the need for staff across the school to be informed of PP students.	Present at meetings.	DRO	Throughout the year
Music lessons	Subsidised peripatetic music lessons.	Representation in the School Band.	Monitor Band list.	MWA/DRO	Annually
Wider Participation: <ul style="list-style-type: none"> • Whole Academy Production • Band • Saturday Football Employing a full time Careers Advisor on site	Exposure to a plethora of enrichment activities. Wider representation of PP students in the MCA Band and an exposure to wider genres of music. Through one-to-one interviews, students have access careers time and elect to follow specific pathways.	Research highlights that PP students have limited access to enrichment activities.	Liaise with HoLA.	DRO/HoLA Performing Arts	Annually
		Better advice given regarding higher education.	Monitor liaison with Careers Advisor.	Careers Advisor	On-going
Total budgeted cost					£58,000