

## Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Mossbourne Community Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£464,000	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	1,357	<b>Number of pupils eligible for PP</b>	511	<b>Date for next internal review strategy</b>	September 2019

2. Current attainment			
	<i>PP students 2018</i>	<i>Non-PP students (your school)</i>	<i>PP students (nat. ave.)</i>
<b>Progress 8 score average (2018/19)</b>	<b>0.8</b>	1.36	-0.38 (Updated in January)
<b>Attainment 8 score average</b>	<b>5.37</b>	6.64	41.1 (Updated in January)
<b>Achieving EBacc</b>	<b>43%</b>	65%	11.7% (Updated in January)
<b>Achieving 5+ in English and Maths</b>	<b>59%</b>	79%	43.1% (Updated in January)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low prior attainment
<b>B.</b>	Literacy skills
<b>C.</b>	Behaviour, emotional and social difficulties

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	Extra-curricular opportunities	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	Improved progress for PP students	PP student progress in line with NPP student (NPP students to be maintained)
<b>B.</b>	Improved progress for PP Black Caribbean male students	Progress in non-EBACC subjects and Science is 0.5
<b>C.</b>	Improved progress in literacy for Year 7 & 8 lower attaining pupils	Reading and spelling ages for PP students in line with NPP students
<b>D.</b>	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					
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	<a href="#">Reduced class sizes</a> <a href="#">EEF research</a>	Head of Learning Areas to ensure provisions are made for targeted students	HoLAs	Summer 2019
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 2019

<b>To accelerate the rate of progress in literacy</b>	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
<b>Targeted marking and feedback</b>	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
<b>Total budgeted cost</b>					£340,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>Saturday School for KS4</b>	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
<b>Weekly sessions focusing on grammar, comprehension and inference skills</b>	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	Half termly
<b>Small group tuition in English and maths</b>	Improved attainment In English and maths at KS3	Improvement in PP pupils making better or progress. We want to invest lower down the	Maintain focus on, as the gap remains evident. Pupils monitored after each data drop	English & maths teachers	End of 2018/19 academic year
<b>Study Club</b>	Staffed by Heads of Departments and post-holders, Study Club runs four times a week tailored to support PP students at risk of underachievement.	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
<b>Prep</b>					

<p><b>Intensive reading intervention programme which supports dyslexic students with memory, processing and auditory skills.</b></p>	<p><i>Fast ForWord</i> Improved reading ages and speed</p>	<p>Proven impact 2016-17</p>	<p>Organised time during Prep for targeted entering the Academy with a lower than expected reading age. Standardised scores</p>	<p>Literacy Coordinator / HoLA for Prep</p>	<p>Results from the Reading Test</p>
<p><b>Small group intensive reading programme targeting a number of reading skills for students across Years 8-12.</b></p>	<p><i>Reading Plus</i> Increased levels of literacy</p>	<p>Proven impact in literacy skills 2016-17</p>	<p>Students who scored below 90 in their NGRT tests are selected</p>	<p>Organised sessions 3 times per week during P8.</p>	<p>Half termly</p>
<p><b>Foster a reading culture and encourage reading for pleasure students of all abilities.</b></p>	<p>Read, Lead &amp; Succeed Library lessons Reading during form time, Year 7 -11</p>	<p>Professor Charles Deforges' extensive research demonstrates the impact of reading, especially at home</p>	<p>Pupils demonstrate better reading comprehension skills and an enjoyment for reading</p>	<p>Whole School Literacy Coordinator</p>	<p>Half termly</p>
<p><b>Support tailored for pupils with low numeracy levels.</b></p>	<p>Maths Booster Class for Year 8</p>	<p>To ensure that the gaps are narrowed at KS4, between PP and non-PP students, starting interventions early based on KS2</p>	<p>Rigorous use of data in selecting students who are underachieving</p>	<p>KS3 Coordinator for maths</p>	<p>Half termly</p>

<b>Support tailored for pupils with low literacy levels</b>	Grammar Masterclass	New English curriculum demands a strong acquisition of grammar	PAM	Head of Learning Area for English	Half termly
<b>Provision of Lexia</b>	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
<b>Personalised individual tutoring sessions</b>	Improved attainment	Underperforming students are targeted based on their data	PAM	HoLA for English	Half termly
<b>New Initiatives</b>					
<b>Saturday School Year 7</b>	Improved wider knowledge beyond the curriculum	Research from the Sutton Trust has indicated that a number of factors make it more likely that disadvantaged students benefit from enrichment activities, where not available at home.	All Year 7 students will be disseminated among all learning areas. All learning areas will contribute to the programme.	BP/DRO	July 2019

<b>Year 9 Geographers</b>	Expose students to geographical contexts beyond the classroom.	<a href="https://www.suttontrust.com/newsarchive/creating-cultural-capital/">https://www.suttontrust.com/newsarchive/creating-cultural-capital/</a>	Student selection by the Head of Department.	HoD/HoLA	June 2019
<b>One-to-one mentoring for boys - Mytutor: Year 11?</b>	Improved attainment in Science	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">impact report https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/.</a>	Students selection Science HoLA/SHJ/DRO – 12 students 24 weeks.  DRO, classroom teacher and HoLA to monitor students' progress subsequent to data drops.	HoLA for Science – OH/SJO/DRO	April 2019
<b>English Parent Engagement Class Sets 4-8 Year 11</b>	Parents engage with changes to the English Language curriculum	Parental engagement has a significant in improving a child's attainment. <i>A Practical Guide to the Pupil Premium, NET 2014.</i> <i>Oxford School Improvement Report: 'Parental Engagement, how to make a real difference'</i>	GE/DRO to select and plan the programme and resources for the sessions.	HoLA for English GE/DRO	April 2019
<b>Monitor reading ages – Year 8-9</b>	Improved reading ages	Improved literacy skills are crucial to closing the attainment gap: Sutton Trust 'Engaging Parents Effectively'	Students with a lower than expected reading age will complete the Lexia programme.	Literacy Co-ordinator	Half termly  Nil Cost



<b>1:1, 2:1 or 3:1 tuition with maths and English teachers</b>	Improved outcomes for English and maths	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">impact report https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/.</a>	Liaise with JCS/HoLAs. Carefully select students; track and monitor.	DRO/ HoLAs	Half termly –
<b>Black Caribbean Parents' Group – Year 7 &amp; 8</b>	Engage parents to help improve their child's outcomes.	Sutton Trust 'Engaging Parents Effectively'	DRO/JE/HoY and HoLAs to track pastoral and academic progress and attainment.	DRO/JE	Half termly
<b>Total budgeted cost</b>					363,382
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>The Brilliant Club/ Into University</b>	Expose students to high calibre universities	Increase the levels of participation at selected universities	Monitor participation lists	Higher-Education Coordinator	Half termly

<b>To provide a support programme for students to achieve their academic and</b>	Learning Mentor Programme	Proven impact in behaviour and pupil engagement.	Monitor behaviour and curriculum of individuals	Vice Principal	Half termly
<b>Support students with financial hardship for trips.</b>	Financial support for trips	24.2% free school meals	Liaise with HoLAs & Mentors	HoLAs	On-going
<b>Inform staff/Governors regarding PPI students/MCA profile and National</b>	Staff INSET regarding PP students and literacy	Research from Achievement For All National highlights the need for staff across the school to be informed of PP students	Present at meetings	DRO	Throughout the year
<b>Music lessons</b>	Subsidised peripatetic music lessons	Representation in the School Band	Monitor Band list	MWA/DRO	Annually
<b>Employing a full time Careers Advisor on site</b>	Through one-to-one interviews, students have access careers time and elect to follow specific pathways	Better advice given regarding higher education	Monitor liaise with Careers Advisor	Careers Advisor	On-going

<b>Wider Participation:</b> <ul style="list-style-type: none"> <li>• Whole Academy Production</li> <li>• Band</li> <li>• Saturday Football</li> </ul>	Exposure to a plethora of enrichment activities. Wider representation of PP students in the MCA Band and an exposure to wider genres of music.	Research highlights that PP students have limited access to enrichment activities	Liaise with HoLA	DRO/HoLA Performing Arts	Annually
<b>Total budgeted cost</b>					<b>58,000</b>

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