

Pupil premium strategy statement (secondary)

1. Summary information					
School	Mossbourne Community Academy				
Academic Year	2019/20	Total PP budget	£464,000	Date of most recent PP Review	September 2020
Total number of pupils	1,334	Number of pupils eligible for PP	96	Date for next internal review strategy	September 2021

2. Current attainment			
	PP students 2019	Non-PP students (your school)	PP students national average compared to non- disadvantage pupils
Progress 8 score average (2019)	1.21	1.1	0.13
Attainment 8 score average	57.4	6.29	50.3
Achieving EBacc	42%	67%	DFES not reporting
Achieving 5+ in English and Maths	61%	82%	49.9%
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 (specific outcomes and how they will be measured)		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					
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 2020
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 2020

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
Study Club	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
Prep					
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 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
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 – 3:1 tuition	Improved attainment	Underperforming students are targeted based on their impact report	PAM	HoLA for English	Half termly
Other Initiatives					
Saturday School Year 7	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 2020

Year 9 Geographers	Expose students to geographical contexts beyond the classroom.	https://www.suttontrust.com/newsarchive/creating-cultural-capital/	Student selection by the Head of Department.	HoD/HoLA	June 2020
English Parent Engagement Class Sets 4-8 Year 11	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 2020
Monitor reading ages – Year 8-9	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
Black Caribbean Parents' Group – Year 7 & 8	Engage parents to help support their child's outcomes, especially Caribbean boys – who underperform.	Sutton Trust 'Engaging Parents Effectively'	DRO/JE/HoY and HoLAs to track pastoral and academic progress and attainment.	DRO/JE	Half termly
Boys' Literacy project	Develop a love of literacy through different forms, e.g spoken word, music, novels, poems etc	http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf	DRO and Alex from 1 st Verse to lead to lead and organise	DRO	

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 Scholars Programme/ Into University	Expose students to high calibre universities	Increase the levels of participation at selected universities	Monitor participation lists	Higher-Education Coordinator	Half termly – PAM starts Jan-April
To provide a support programme for students to achieve their academic and	Learning Mentor Programme/Father 2 Father	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

Inform staff/Governors regarding PPI students/MCA profile and National	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
Music lessons	Subsidised peripatetic music lessons	Representation in the School Band	Monitor Band list	MWA/DRO	Annually
Employing a full time Careers Advisor on site	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
Wider Participation: <ul style="list-style-type: none"> • Whole Academy Production • Band • Saturday Football 	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

