

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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.

### School overview

Detail	Data
School name	MOSSBOURNE COMMUNITY ACADEMY
Number of students in school	1455
Proportion (%) of pupil premium eligible students	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22- 2024/25
Date this statement was published	DECEMBER 2021
Date on which it will be reviewed	JULY 2021
Statement authorised by	REBECCA WARREN, PRINCIPAL
Pupil premium lead	CAMILLA COX, VP CURRICULUM
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£481,487
Recovery premium funding allocation this academic year	£146,804
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£628,291

## Part A: Pupil premium strategy plan

### Statement of intent

The intention of Mossbourne Community Academy is that all students, irrespective of their background or the challenges they face, make outstanding progress and fulfil their potential across the curriculum. We strive to develop articulacy, ambition and confidence in all students, and particularly those from disadvantaged backgrounds.

The ambition of our pupil premium strategy is to support disadvantaged students in achieving our intent, ensuring that all disadvantaged students make outstanding progress regardless of starting point.

Quality-first teaching is at the core of our approach, with a focus on areas in which disadvantaged students require the most support. This is an evidence-based approach, proven to have the most significant impact on closing the disadvantage attainment gap, and raising attainment of all students.

Our strategy is also part of the whole academy priority of ensuring all students make sustained and rapid progress despite, and in response to, the Covid pandemic. For example, in its targeted support through increased curriculum hours for Ebacc subjects and 3:1 tuition by academy teachers. The National Tutoring Programme is also being utilised for disadvantaged students who are particularly vulnerable to missed learning in numeracy and literacy.

Our strategy will address common and individual barriers to success, rooted in robust diagnostic assessment, and not assuming that the impact of disadvantage is homogenous. To make sure the strategy is effective, we will ensure a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills upon entering Year 7 are lower for students eligible for PP than for other students.
2	Aspirations amongst students with no history of tertiary education (mostly eligible for PP) can be lower than their peers'.

3	Attainment gaps have often opened up between PP students and non-PP students by the end of Year 6, meaning students will be at lower starting points and need extra support in Year 7.
4	There can be a correlation between challenging behaviours and attendance that may lead to disadvantaged students being further disadvantaged by not being in the classroom.
5	Based on the 2022 GCSE results a significant attainment and progress gap has opened up across the academy due to the impact of the pandemic of -0.48.

## 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
Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4.	Progress 8 to increase to 1.3
Improved reading comprehension among disadvantaged students across KS3 and 4.	NGRT reading tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
Improved metacognitive and revision skills among disadvantaged students across all subjects.	Diagnostic assessments to demonstrate smaller disparity between scores of disadvantaged students and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> <li>• the overall attendance for all students being no less than 96% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.</li> </ul>

	<ul style="list-style-type: none"> <li>• A decrease in the number of students who are persistently absent and a decrease in the attendance gap between disadvantaged students and their non-disadvantaged peers.</li> </ul>
All groups of students access a broad and balanced curriculum which provides a foundation for appropriate future career pathways	<ul style="list-style-type: none"> <li>• An outstanding curriculum across all subject areas that is specific, coherent and ambitious, ensuring that disadvantaged students are integral to curriculum planning and delivery.</li> <li>• Diagnostic assessments to demonstrate smaller disparity between scores of disadvantaged students and their non-disadvantaged peers.</li> </ul>
All groups of students, particularly disadvantaged, improve their confidence and oracy across the curriculum.	<ul style="list-style-type: none"> <li>• An increase in pupil voice as demonstrated in qualitative data, such as pupil voice, teacher and pupil surveys and oracy points.</li> <li>• No gap between disadvantaged and non-disadvantaged students in the qualitative data indicated above.</li> </ul>

## 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: £ [375,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist literacy support staff	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a>	1, 3
Employment of full time learning mentors and teaching assistants	Research: EEF Review <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 3, 4
Employment of dedicated teacher to raise attainment of Black Caribbean boys	<a href="https://democracy.brent.gov.uk/documents/s93500/Raising%20the%20Achievement%20of%20BBCH%20-%20BSP%20update%20-%20January%202020.pdf">https://democracy.brent.gov.uk/documents/s93500/Raising%20the%20Achievement%20of%20BBCH%20-%20BSP%20update%20-%20January%202020.pdf</a>	2, 4, 5
Maintain high level of staff to student ratio to facilitate small group tuition for disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 5
Targeted CPD addressing raising attainment and confidence of disadvantaged students through metacognition, revision and oracy	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 3, 5

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

Budgeted cost: £ [245,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study Club for Y10/11 PP students	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)	3, 5
Internal 3:1 tuition in English and Maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 5
External 2:1 tuition in Maths to support Y7 PP student academy progress (Action Tutoring)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 5
Saturday School and Holiday intervention programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	3, 5
Internal 3:1 tuition across all subjects	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3, 5
Literacy interventions such as Reading Plus, Literacy Pirates and Lexia	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 3, 5
Magic Link intervention to support disadvantaged students in Y7-9 with handwriting	Denton, P.; Cope, S. and Moser, C. (2006). The effects of sensorimotor based intervention versus therapeutic practice on improving handwriting performance in 6 to 11 year old children. In <i>The American Journal of Occupational Therapy</i> , 60 (1). Pp.16-27. Santangelo, T. and Olinghouse, N. (2009) <i>Effective writing instruction for students who have writing difficulties. Focus on exceptional children.</i>	1, 3, 5

External tuition in English and Maths using the National Tutoring Programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 5
External <i>Talk the Talk</i> workshop for disadvantaged students in Y8 to develop oracy	<a href="https://cfey.org/wp-content/uploads/2021/04/EMBARGOED-until-280421_Oracy_APPG_FinalReport.pdf">https://cfey.org/wp-content/uploads/2021/04/EMBARGOED-until-280421_Oracy_APPG_FinalReport.pdf</a>	1, 3, 5
Parental Engagement events for disadvantaged students and Black Caribbean boys	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 4, 5
Subsidised music tuition for disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2

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

Budgeted cost: £ [8291]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guest speaker slot for Y11 students to inspire, educate and motivate	<a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=careers">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=careers</a>	2, 3, 5

<p>Enrichment embedded in the curriculum via Bourne Scholar programme (Y7-9) to ensure all disadvantaged students are benefiting from the wider curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2, 3, 5</p>
<p>In-house ASPACE counselling service and well-being drop-in</p>	<p><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a></p>	<p>2</p>
<p>The Brilliant Club Scholar programme to raise aspirations amongst high-ability, disadvantaged students</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=careers">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=careers</a></p>	<p>2, 3, 5</p>
<p>Employment of full time Learning Mentors</p>		<p>1, 5</p>
<p>Parental Engagement evenings on mental health and wellbeing.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>2, 4, 5</p>
<p>All Y7 disadvantaged students to go on an extra-curricular trip</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2, 3, 5</p>



Theatre Trip to support GCSE study for all Y11 disadvantaged students (Additional 21-22)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 3, 5
Y8, 9, 10 disadvantaged students to visit Spanish restaurant for immersive target-language experience (Additional 21-22)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 3, 5
Legacy Foundation programme for raising confidence and ambition for Y8 disadvantaged students (Additional 21-22)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 3, 4, 5

**Total budgeted cost: £ [628,291]**

## 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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was lower than in previous years across the curriculum. Ebacc entry remains stable and significantly higher than National Average at 90%+.

Despite closing the disadvantage gap in our Progress 8 measure in the last set of public exams, (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the pandemic.

The impact of schools closures and the Teacher Assessed Grades impacted disadvantaged students more than non-disadvantaged, as these students were not able to benefit from our pupil premium funded interventions and high quality in-class teaching. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, through in-class recording of live lessons, remote meeting software and a platform to upload high quality work and resources.

Although overall attendance in 2020/21 was lower than in the preceding years, it continued to be higher than the national average. At times when all students were expected to attend school, absence among disadvantaged students was higher.

Student wellbeing and mental health concerns were increased last year, primarily due to COVID-19-related issues. We provided wellbeing support for all students, and targeted interventions where required. Due to the on-going pandemic and increased anxiety amongst young people nationwide, we are continuing to make this a focus in our strategy.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
FastForWord literacy programme	FastForWord
LEXIA literacy programme	LEXIA

Reading Plus – reading comprehension programme	Reading Plus
IntoUniversity outreach	IntoUniversity
The Scholars Club – university outreach	The Brilliant Club
Father2Father- mentoring disadvantaged boys	Father2Father

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible students?	n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.*