Pupil premium strategy statement

Mossbourne Victoria Park Academy's Pupil Premium Strategy 2019-20	
Principal name:	Nick Rutherford
Chair of Governors name:	Robert Feld

Pupil Premium Profile 2017-18	
Number of eligible pupils:	328 (40.9% of all students)
Amount per pupil:	£935
Total pupil premium budget:	£306,680
Barriers to Future Attainment (for pupils eligible for PP including high ability)	
A	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils
B	Aspirations amongst students with no history of tertiary education (mostly eligible for PP) can be lower than their peers'
C	Attainment gaps have often opened up between PPG students and non-PPG students by the end of Year 6, meaning students will be at lower starting points and need extra support in Year 7
D	There can be a correlation between challenging behaviours that may lead to fixed period exclusion and students from disadvantage backgrounds
E	GCSE outcomes for PPG are significantly lower than non-PPG

Executive Summary

Since opening in 2014, Mossbourne Victoria Park's strategy for pupil premium students has been to focus on raising literacy levels, proving high levels of support in lessons where needed, and in raising aspirations, especially amongst the ablest pupil premium students.

Strategies so far have included the purchase of licenses of literacy support programmes such as Lexia and Fastforword – as well as time given over for their use. This has been highly effective. In 2017-18 the Academy's year 7 made an average of 22 month's progress in reading age in 9 school months. We also provide additional support in the form of learning mentors, teaching assistants and speech and language therapy for students who would benefit from these supports – greatly beyond the level required by students with Educational Health and Care Plans. This has also been highly effective, as evidenced by the sustained academic progress students make at the Academy. The Academy has sought to raise aspirations by spending the PPG on initiatives such as The Brilliant Club – a widening participation programme aimed at making students plan for university – and subsidising music lessons.

The core strategies that will now be implemented are

- *Continue teaching low ability and SEN students in small classes to ensure more personalised feedback and support.*

- *Continue providing a high level of support both academically and pastorally*

- *Using high achieving PPI Y11s as peer mentors*

- *Continue entering students into The Brilliant Club*

- *Establish a progression programme to ensure that students graduating from The Brilliant Club continue to have high aspirations academically. (A possible introduction mentors or role models from universities with similar backgrounds.*

- *PPI percentage on trips to be analysed to ensure fair representation. Hardship fund to be considered to ensure PPI students attend the ski trip and other essential educational trips.*

- *Expand the number of students to whom the literacy support is available*

- *Employ full-time literacy tutors*

- *Improved parental engagement to ensure adequate support for students at home*

- *Raising the aspirations of PPI students through mentoring and career guidance programmes.*

- *Continue with subsidised music tuition*

- *The overall aims of the plan is to:*

  - *Reduce attainment gap between the school's disadvantaged pupils and others nationally to 0 by the end of KS4*

  - *Raise the in-school attainment of both disadvantaged pupils and their peers*

- *To be reviewed September 2020*

Strategy	Desired outcomes	Owner	Cost p/a	Success Criteria
Lexia, Aceler-read & Acelerwrite and FastforWord	*- Improved access to the curriculum for students with poor literacy*	*Literacy tutor*	*£35,300*	*- Raise students' reading ages by average 15 months per year of programme*
NGRT Reading Tests	*-Accurate data on reading and spelling ages for all staff*	*Literacy tutor*	*£3275*	*-95% of students to read at chronological reading age by the end of KS4*
Reading in form time, Challenge reading lists	*-Encourage independent reading of age-appropriate literature amongst students*	*Head of Whole School Reading*		
Guided Reading and Drop Everything and Read (Year 7 and 8 only)				
The Brilliant Club	*-to raise aspirations amongst high-ability, disadvantaged students*	*Brilliant Club Coordinator*	*£10000*	*- Students to report an increased desire and interest in attending university (assessed through surveys conducted through The Brilliant Club)* *-Students to report greater confidence in themselves as students* *(assessed through surveys conducted through The Brilliant Club)*

Subsidised music tuition	-improved access to band, orchestra and choir, and to associated trips and cultural experiences	Head of Music	3500	Students get the opportunity to learn how to play musical instruments and also be part of the Academy's band. Students also get opportunities to visit various music galas and take part in the Federation's music concert.
Full-time literacy tutor	-improved rates of progress across the academy for students with poor literacy upon entry	Head of SEN Inclusion	£32,000	- Accelerated progress in reading age and spelling age for all students on literacy tutor's caseload
Reduction of class sizes for low-ability students	-accelerated progress due to more staff attention and feedback -students with statements of SEN to learn in a small group setting with an SEN specialist	Head of Curriculum (Principal)	£50,000	- PPG students with the same starting points achieve as well as non PPG students by the end of KS4 - Reviews of students EHCPs show needs are being met
Three full-time learning mentors	-greater support for students struggling with behaviour	Head of Pastoral Care	£77,000	- Reduction in instances of internal or fixed period exclusion for students on learning mentor case-load
Additional TA support for SEN students (900 hours support provided per week, 781 hours required according to students' EHCPs)	-greater support for students with EHCPs	Head of SEN Inclusion	£79,500	- Students with Educational Health and Care Plans to progress well toward IEP targets (annual review)

Review study club list to ensure that almost 100% of the students are PPI	*Underachieving PPI especially the boys will gain vital study skills and prepare well for gout outcomes in GCSE*	*HOLAs and Study Club coordinator .*	*2442*	- *PPI Students especially the boys are able to follow effective study and revision plan.*
There will be PPI only Saturday School after October half term and a more PPI focused Saturday School session in January 2020	*HOLA and HODs will be able to use these sessions to review units covered in Y9 and Y10*	*HOLAs and HODs*	*9000-based on the assumption that there will be at least PPI targeted sessions for Saturday school.*	- *All PPI students identified as being at risk of not making required progress are able to receive specific support to enhance progress.* - *All Learning Areas will have extra time to provide the needed interventions for PPI students.* - *Assessment reviews will show significant progress of PPI students.*
Introduce a PPI "pot of funds" for HOLAs to bid as part of their interventions to support PPI students	*HOLAs will be able to purchase resources such as revision cards, online subscriptions and other learning software HOLAs may find useful*	*HOLAs*	*4500*	- *PPI students will have access to key learning resources that enhance their attainment in all subjects.*
Pay TAs to stay and have planning meetings with teaching staff – this will form part of the CPD calendar for every half term.	*Teaching staff and TAs will have time together to plan and discuss intervention strategies for students*	*JK, HOLAs and CSD*	*1080 at £10 an hour for 18 TAs for a total of 6 sessions*	- *Students will benefit from effective support from their TAs.* - *TAs will become more involved in delivering differentiated lessons to students.* - *TAs will be able to provide in-class one to one support for PPI students.*
CSD to be added to the CPD calendar to provide frequent training of staff about effective	*Teachers will receive more information about PPI students on the SEND lists and what*	*CSD*	*0*	- *Staff will develop effective planning strategies for PPI students in their lessons based on feedback received.*

strategies for teaching PPI students	*works with teaching them.*			
Have extra parents' evening for only PPI students.	*To enhance parental engagement.* *Share tips with parents on how to support their children to learn at home.*	*AA, CSD and HOLAs*	*1000*	- *The Academy will develop a positive parental involvement.* - *The Academy will gain more information about the challenges PPI students face at home that could impact on their learning.* - *Parents will become more confident and involved in supporting their children at home.*
Have parental engagement for black Caribbean PPI boys focus on Y7&Y8	*To share with parents strategies they can use to support their children at home.* *This will take the form of coffee mornings once every half-term*	*Learning mentors,*		- *The Academy will have a positive working relationship with parents of black Caribbean PPI boys.* - *Students will develop a positive attitude and mindset about school and focus on achieving their potential.*
PPI involvement in all extra curricula activities offered at the Academy.	- *To ensure that a representative number of PPI students are involved in sports, trips and other Academy and federation programmes.* - *Provide financial support when needed to ensure that PPI students with financial*	*AVP-trips and pathways, enrichment coordinator and HOLA for prep and PP advocate.*	*ongoing*	- *Trips and other extra curricula activities will reflect a fair representation of PPI students* - *PPI students will be fully integrated into the Academy in all aspects.* - *A fair representation of PPI students on all extra sporting activities offered by the Academy.* - *Fair representation of students in the Academy production, band and federation concerts.*

	difficulties are able to go trips			
Half-termly work scrutiny of PPI students in all year groups.	- *To ensure effective use of information gathering about how PPI students fare academically in the academic.* - *To have a robust monitoring process in place to address any underachievement concerns in PPI students*	*ELT, HODs and AA*	*0*	- *Data about PPI are effectively used to address any attainment concerns swiftly.* - *Teaching staff receive regular feedback and support in ensuring effective teaching in learning with regards to PPI students.*
PP advocate (ELT role)	*To oversee the interventions and programmes that will ensure that PPI students have comparable progress academically and socially to NPPI*	*NRU*	*10000*	- *The Academy can account for and review strategies for raising and bridging the attainment gaps* - *Progress of PPI students will be comparable to NPPI.*
Guest speakers- invite motivational speakers	- *To inspire and create self-belief in PPI students to have high aspirations.* - *To set up a whole school*		*Ongoing Potentially 5000-10000*	- *PPI students will become more informed about progression after GCSEs* - *More PPI students will aim to continue to sixth form and unto university.*

			programme aimed at improving performance of PPI students			

Measuring Impact – 2018-19

Subject	Year group	Cohort	PP	NPP	Male	Female	PP boys	Black boys	White PPG
Maths	7	0.19	-0.16	0.5	0.24	0.15	-0.25	-0.6	-0.37
Maths	8	0.03	-0.11	0.13	-0.02	0.09	-0.18	-0.47	0.49
Maths	9	0.18	-0.34	0.56	-0.02	0.38	-0.69	0.02	-0.83
Maths	10	0.75	0.46	0.99	0.77	0.73	0.58	0.28	0.92
Maths	11	0.72	0.49	0.92	0.77	0.65	0.55	0.47	0.69
English Lit	7	0.64	0.43	0.81	0.52	0.76	0.35	0.12	0.3
English Lit	8	0.8	0.74	0.84	0.61	1.08	0.56	0.54	0.63
English Lit	9	1.11	0.89	1.28	0.6	1.59	0.3	0.59	0.41
English Lit	10	0.94	0.87	1	0.67	1.23	0.75	0.53	0.87
English Lit	11	0.7	0.59	0.81	0.45	1.03	0.21	0.2	0.81
English Lang	7	1.06	0.57	1.45	0.82	1.29	0.36	0.05	0.7
English Lang	8	0.6	0.25	0.84	0.28	1.06	-0.07	-0.1	-0.18
English Lang	9	1.06	0.7	1.31	0.49	1.6	0	0.51	0.34
English Lang	10	1.35	0.99	1.63	0.93	1.81	0.68	0.68	1.34
English Lang	11	0.35	0.2	0.48	0.14	0.62	-0.11	-0.1	0.23
Science	7	-0.05	-0.08	-0.03	-0.06	-0.05	-0.07	-0.13	-0.1
Science	8	0.1	0.07	0.11	0.11	0.08	0.09	0.09	0.06
Physics	9	0.1	-0.16	0.29	-0.03	0.22	-0.44	-0.09	-0.26
Physics	10	0.6	0.88	0.5	0.71	0.49	1.35	0.71	1.07

Subject	Year								
Physics	11	1.17	1.1	1.21	1.36	0.95	1.35	0.9	0.65
Chemistry	9	0.29	0.03	0.48	0.23	0.35	-0.11	0.21	-0.08
Chemistry	10	0.38	0.9	0.19	0.31	0.46	1.31	0.53	0.93
Chemistry	11	1.03	1.06	1.02	1.13	0.92	1.35	1.1	0.65
Biology	9	-0.05	-0.36	0.18	-0.2	0.09	-0.55	-0.23	-0.55
Biology	10	0.08	0.31	-0.01	0.01	0.15	0.55	0.24	0.34
Biology	11	1.15	1.01	1.24	1.13	1.18	1.1	0.5	0.65
Double Sci	10	1	0.72	1.4	0.81	1.22	0.38	-0.07	0.98
Double Sci	11	0.65	0.39	1	0.38	1.03	0.16	0.39	0.87
History	7	0.26	0.23	0.28	0.23	0.28	0.22	0.25	0.14
History	8	0.33	0.26	0.37	0.31	0.36	0.26	0.26	0.36
History	9	0.85	0.69	0.98	0.74	0.93	0.56	0.88	0.13
History	10	0.92	0.86	0.96	0.63	1.11	0.62	0.2	0.22
History	11	1.94	2.07	1.84	1.75	2.14	1.98	1.51	2.14
Geography	7	0.3	0.26	0.34	0.3	0.3	0.27	0.18	0.2
Geography	8	0.4	0.35	0.44	0.37	0.44	0.35	0.3	0.27
Geography	9	0.57	0.4	0.67	0.56	0.57	0.35	0.55	0.39
Geography	10	1.37	1.35	1.39	1.39	1.34	1.45	1.19	1.76
Geography	11	0.52	0.03	1.03	0.2	1.04	-0.34	-0.05	-0.89
Spanish	7	1.08	0.8	1.32	0.93	1.23	0.6	0.23	0.48
Spanish	8	0.5	0.25	0.68	0.23	0.9	0.02	0.04	0.02
Spanish	9	0.92	0.7	1.08	0.52	1.29	0.14	0.55	0.21
Spanish	10	1.24	1.21	1.26	0.79	1.72	0.79	0.62	1.46
Spanish	11	1.23	1.1	1.35	0.97	1.57	0.79	0.82	1.16

*assuming two PPI focused sessions per Saturday until Christmas