

## Pupil premium strategy statement

Mossbourne Victoria Park Academy's Pupil Premium Strategy 2016-17	
<b>Principal name:</b>	Nick Rutherford
<b>Chair of Governors name:</b>	Don Hayes

Pupil Premium Profile 2016-17	
<b>Number of eligible pupils:</b>	207
<b>Amount per pupil:</b>	£935
<b>Total pupil premium budget:</b>	£193,545
Barriers to Future Attainment (for pupils eligible for PP including high ability)	
<b>A</b>	Literacy skills entering Year 7 and lower for pupils eligible for PP than for other pupils
<b>B</b>	Aspirations amongst students with no history of tertiary education (mostly eligible for PP) can be lower than their peers'
<b>C</b>	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

---

## Executive Summary

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

*Strategies so far have included the purchase of licenses of literacy support programmes such as Lexia and Fastforward – as well as time given over for their use. This has been highly effective. In 2015-16 the Academy's year 7 made an average of 19 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 Statement of SEN or Educational Health and Care Plans. There are reduced class sizes for both middle and low ability students. All of this has 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 reduced class sizes for both middle and low ability students*
- *Continue a high level of support both academically and pastorally*
- *Expand the number of students taking part in The Brilliant Club*
- *Expand the number of students to whom the literacy support is available*
- *Employ full-time literacy tutors*
- *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 within 10 percentage points*
  - *Raise the in-school attainment of both disadvantaged pupils and their peers*
- *To be reviewed September 2017*

Strategy	Desired outcomes	Owner	Success Criteria
<i>Lexia, Aceler-read &amp; Acelerwrite and FastforWord</i>	<i>- Improved access to the curriculum for students with poor literacy</i>	<i>Head of SEN Inclusion</i>	<i>- Raise students' reading ages by average 15 months per year of programme</i>
<i>The Brilliant Club</i>	<i>-to raise aspirations amongst high-ability, disadvantaged students</i>	<i>Leader in charge of best practice</i>	<i>-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)</i>
<i>Full-time literacy tutor</i>	<i>-improved rates of progress across the academy for students with poor literacy upon entry</i>	<i>Head of SEN Inclusion</i>	<i>- Accelerated progress in reading age and spelling age for all students on literacy tutor's caseload</i>