Pupil premium strategy statement

Mossbourne Victoria Park Academy's Pupil Premium Strategy 2017-18	
Principal name:	Nick Rutherford
Chair of Governors name:	Robert Feld

Pupil Premium Profile 2017-18	
Number of eligible pupils:	266 (45% of all students)
Amount per pupil:	£935
Total pupil premium budget:	£248,710
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

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 most able 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 2016-17 the Academy's year 7 made an average of 20 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. 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*

- *Continue entering students into 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 0 by the end of KS4*
  - *Raise the in-school attainment of both disadvantaged pupils and their peers*

- *To be reviewed September 2018*

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*	*£35,283*	*- 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*	*£30,000*	
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*	*£7680*	*- 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*		*n/a*
Full-time literacy tutor	*-improved rates of progress across the academy for students with poor literacy upon entry*	*Head of SEN Inclusion*	*£32,143*	- *Accelerated progress in reading age and spelling age for all students on literacy tutor's caseload*
Reduction of class sizes for low-ability/SEN 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)*	*40,000*	- *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*	*£86,460*	- *Reduction in instances of internal or fixed period exclusion for students on learning mentor case-load*
Additional TA support for SEN students (1089 hours support provided, 781 hours required according to students' EHCPs)	*-greater support for students with EHCPs*	*Head of SEN Inclusion*	*£136,400*	- *Students with Educational Health and Care Plans to progress well toward IEP targets (annual review)*

Total - £371,241. The extra funds are provided centrally by the academy.

Measuring Impact – 2016-17

Subject	Year group	Cohort	PP	NPP	Male	Female	PP boys	Black boys	White PPG
Maths	7	0.51	0.1	0.83	0.33	0.67	-0.17	0.4	-0.06
Maths	8	0.36	0.04	0.7	0.23	0.52	0.05	0.12	0.08
Maths	9	1.16	0.82	1.57	1.09	1.24	0.54	0.65	0.77
English	7	0.96	0.67	1.2	0.67	1.24	0.32	0.64	0.58
English	8	0.58	0.4	0.78	0.27	0.95	0.16	0.24	0.47
English	9	0.58	0.46	0.73	0.39	0.82	0.28	0.44	0.62
Science	7	0.34	0.27	0.4	0.3	0.37	0.2	0.29	0.22
Science	8	0.55	0.47	0.64	0.47	0.65	0.42	0.41	0.47
Physics	9	1.03	0.97	1.09	0.97	1.09	0.93	0.99	1.15
Chemistry	9	0.61	0.54	0.69	0.55	0.67	0.43	0.37	0.62
Biology	9	0.63	0.56	0.7	0.5	0.77	0.49	0.64	0.62
History	7	0.04	0.01	0.07	0.02	0.06	-0.01	0.03	0.01
History	8	0.08	0.06	0.09	0.01	0.16	0.01	0.04	-0.02
History	9	0.13	0.2	0.06	0.1	0.16	0.14	0.13	0.22
Geography	7	0.11	0.09	0.13	0.08	0.14	0.04	0.08	0.07
Geography	8	0.11	0.12	0.09	0.05	0.17	0.09	0.05	0.14
Geography	9	0.1	0	0.22	0.06	0.16	-0.03	0.2	-0.27
Spanish	7	0.47	0.38	0.55	0.33	0.6	0.22	0.37	0.14
Spanish	8	0.72	0.63	0.81	0.55	0.92	0.47	0.5	0.48
Spanish	9	0.78	0.65	0.92	0.58	1.01	0.27	0.34	0.83