

Pupil premium strategy statement

School overview

Metric	Data
School name	Mossbourne Victoria Park Academy
Pupils in school	831
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	382,080
Academic year or years covered by statement	21/22
Publish date	October 2021
Review date	September 2022
Statement authorised by	Matthew Toothe
Pupil premium lead	Akwasi Asianowa
Governor lead	Patricia Westerburg

Disadvantaged pupil performance overview for last academic year

Progress 8	0.79
Ebacc entry	90%
Attainment 8	5
Percentage of Grade 5+ in English and maths	45%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve a VA of 1.00 within the next three years	August 2024
Attainment 8	To achieve attainment 8 grade of 6.	August 2022
Percentage of Grade 5+ in English and maths	60% within the next three years	August 2024
Other	To increase cultural capital experiences for disadvantaged students outside the formal educational setting	September 2022.
Ebacc entry	95%	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Closing the attainment gap created as a result of pandemic and lockdown by targeted interventions including Saturday School priority programme
Priority 2	Creating a focus upon learning area agendas of PPI progress, to continue the dialog and identification of needs
Priority 3	Appointment of Mossbourne Excellent Teacher to lead on whole school literacy
Priority 4	Reduction of class sizes for low-ability students
Barriers to learning these priorities address	Poor engagement to online provision during lockdown
Projected spending	£82,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use of Saturday school and study club to provide targeted support for students under achieving.
Priority 2	Enhancing literacy across whole score with particular focus on KS3
Priority 3	Provide revision materials for years 10 and 11 students. HOLAs to bid for funding for this.
Priority 4	Study club to provide a suitable learning environment for students with no access to resources and a quiet space to learn. Tackling year 11 underachievement.
Priority 5	Brilliant club tutoring programme for years 10 and 11 to provide more opportunities for students to catch up on content lost during the lockdown
Priority 6	Appointment of a Literacy MET,
Priority 7	Use prep as additional resource to promote independent learning skills. Students are given a suitable learning environment to reflect and recap on their lessons. PPI students receive 47 prep sessions a week with specific interventions embedded in the prep sessions
Barriers to learning these priorities address	Literacy continues to be a significant factor in students be able to access GCSE and perform well in all subjects. Improved homework output for PPI that persistently fail to complete homework,
Projected spending	£153,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Enriching the experience of students regarding cultural capital with funding towards <i>Super Saturdays</i>
Priority 2	Use programmes such as Brilliant club to raise aspirations amongst high-ability, disadvantaged students
Priority 3	Subsidised music tuition for disadvantaged students and no contribution from PPI students towards the practical food & nutrition curriculum.
Priority 4	Employment of three full-time learning mentors
Barriers to learning these priorities address	Students receive support in the academy in all settings to feel well integrated into both the academic and wider contributions.
Projected spending	£218365

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that PPI becomes a major focus in all learning areas across the Academy	Use of PPI action committee to promote excellent provision for PPI students Half-termly work scrutiny of PPI students in all year groups support
Targeted support	Ensuring that LAs have specific intervention strategies in place to address any underachievement concerns after every assessment point.	HOLA for PPI to meet HOLAs and HODs to discuss how underachievement in PPI students are being identified and addressed. Study club for PPI KS4 students showing significant under achievement.
Wider strategies	Engaging parents of underachieving PPI students to discuss how the students can be supported.	ELT meetings with parents of targeted students to explore learning challenges facing the

		students at home and provide support for parents.
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Review: last year's aims and outcomes

Aim	Outcome
Reduce the progress gap between the school's disadvantaged students and others nationally to 0 by the end of KS4 in public assessments	The gap in terms of P8 has increased significantly between PPI and non-PPI students. The outcomes for PP students in 2020 were better than non-PPI students but no so this year.
Raise the in-school attainment of both disadvantaged pupils and their peers	PPI students improved marginally across the year groups within the academy.