

# Pupil premium strategy statement – Mossbourne Victoria Park Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	Mossbourne Victoria Park Academy
Proportion (%) of pupil premium eligible pupils	45.1%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Matthew Toothe
Pupil premium lead	Akwasi Asianowa
Governor / Trustee lead	Patricia Westerburg

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£358,540
Recovery premium funding allocation this academic year	£102,396
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£460,936

# Part A: Pupil premium strategy plan

## Statement of intent

At Mossbourne Victoria Park Academy, we believe that all students, irrespective of their backgrounds and the challenges they face, can achieve their full potential. We strive to develop in our students, articulacy, ambition, and confidence, with particular emphasis on students from disadvantaged backgrounds.

This pupil premium strategy is designed to support disadvantaged students to make outstanding progress regardless of their 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 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 pupils.

Challenge number	Detail of challenge
1	Attainment gap between PPI and non-PPI students in Y11 is still significant based on 2021-2022 exam outcomes.
2	Lower cultural capital: some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged students.
3	A greater proportion of PPI students are in the lower band and very few PPI students are in the higher sets of the upper band
4	Lower levels of self-regulation and organisational skills: behaviour reports in the academy show a significant number of PPI students may experience difficulties in adhering to the Student Code of Conduct and expectations.

5	Wellbeing, self-confidence, and articulacy: disadvantaged students may exhibit lower levels of each relative to their peers.
6	Literacy and numeracy skills upon entering Year 7 tend to be lower for PPI students than for other students.

## 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
To reduce the attainment gap between PPI and non-PPI across the whole academy with more focus on the current year 11 cohort	Aiming for a progress 8 of 0.8.
Enriching the experience of students regarding cultural capital with funding towards <i>Super Saturdays</i>	An increase in participation in enrichment activities, particularly among disadvantaged students as well as extra-curricular opportunities targeted at disadvantaged students
Improved reading comprehension and reduced vocabulary deficit among disadvantaged students across KS3 and KS4.	Observations, diagnostic analysis, NGRT tests, work scrutiny and student attainment will show that: <ul style="list-style-type: none"> <li>• Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.</li> <li>• Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</li> <li>• All students will be able to access ideas and knowledge beyond their starting points</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 interviews to gauge opinions</li> <li>• No gap between disadvantaged and non-disadvantaged students in the qualitative data indicated above.</li> </ul>

	<ul style="list-style-type: none"> <li>Increased participation of disadvantaged students in whole school extra-curricular activities like the Academy Production.</li> </ul>
Improve the self-regulation skills of our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Observations, student conversation and student attainment will show that:</li> <li>All students develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process.</li> <li>Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects.</li> <li>They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.</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: £213,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use CPD to train staff on how to maintain same high expectations across all sets in the academy. This will ensure that PPI students who form majority of lower bands are challenged to a high level	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006) <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	3
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>	6

Appointment of Mossbourne Excellent Teacher to lead on whole school literacy.	<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>	6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £97,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
To tackle Year 11 underachievement Study Club to provide a suitable learning environment for students with less access to resources and a quiet space to learn and study.	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)	1,3,4
Use of Saturday School to provide targeted support for students who are under-achieving in specific selected subjects based on attainment data.	<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> .	1
Appointment of Homework Club Coordinator to support students who persistently do not do their homework	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)	1,4
Subsidised music tuition for disadvantaged students and zero contribution from PPI students towards the practical element of the food & nutrition curriculum.	<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>	5

Use Prep as an additional resource to promote independent learning skills. Students given a suitable learning environment to reflect and recap on their lessons. Across all year groups in the academy, PPI students receive 47 prep sessions per week with specific interventions embedded into the Prep sessions.	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)	1,4,5
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>	6
Reduction of class sizes for lower-ability students.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1,5

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

Budgeted cost: £150,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment embedded in the curriculum via Bourne Scholar programme and Enrichment programmes for (Y7-9) to ensure all disadvantaged students are benefiting from the wider curriculum	<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>	2,4,5

Use programmes such as the Brilliant Club to raise aspirations amongst higher-ability, disadvantaged students	<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>	2,4
Legacy Foundation programme for raising confidence and ambition for Year7 and 8 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>	2,4,5
In-house ASPACE counselling service and well- being drop-in available to 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> <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>	5
Employment of full time Learning Mentors	Rhodes, J. E., Spencer, R., Keller, T. E., Liang, B., & Noam, G. (2006). A model for the influence of mentoring relationships on youth development. <i>Journal of Community Psychology</i> , 34(6), 691–707. <a href="https://doi.org/10.1002/jcop.20124">https://doi.org/10.1002/jcop.20124</a>	1,5
Enriching the experience of students regarding cultural capital with funding towards <i>Super Saturdays</i>	<a href="https://i-studentglobal.com/latest/why-diversity-exposure-is-important-in-early-education-development/">https://i-studentglobal.com/latest/why-diversity-exposure-is-important-in-early-education-development/</a>	2

**Total budgeted cost: £460,936**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Both internal and external assessments indicate that the performance of disadvantaged students is still lower than non-disadvantaged students at the academy. Progress 8 attainment for disadvantaged students in the 2021-2022 cohort was 0.65 which although significantly above national averages still shows a gap of 0.57 in comparison to non-disadvantaged students at the academy.

Performance of PPI students continues to be lower than non-PPI across the curriculum.

The Super Saturday programmes aimed at increasing the cultural capital experience did not fully reach the intended outcomes, this was due to Covid restrictions that resulted in many of the external trips planned being cancelled.

Study Club and Saturday School had a significant impact on the majority of the disadvantaged students that were offered these interventions.



## Further information (optional)

Our strategy began last year and, in the interest of continuity for sustained change and impact, our aim is to ensure that by the end of the 2024-2025 academic year, we would have made significant advances on all our intended outcomes outlined in this document.