

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	839
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£431,075
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <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>	£431,075

Part A: Pupil premium strategy plan

Statement of intent

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

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.

We are very proud of our successes to date, in August 2025 our PPI students achieved Attainment 8 of 5.96 compared to a national average (for all students) of 4.63. placing us in the top 2 schools in the country where the percentage of PPI students is above 40 percent.

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	With this being a two-year strategy, the academy is resolved to ensure that an attainment gap of 0.32 between N-PPI and PPI in the 2024 and 2025 outcomes is further reduced or closed entirely by time this strategy is reviewed in September 2026.
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 sets.
4	Lower levels of self-regulation and organisational skills at KS3: behaviour reports in the academy suggest PPI students may experience greater difficulties in these areas than their non-PPI peers.
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 further reduce and ideally close the attainment gap between PPI and non-PPI across the whole academy by the end of Year 11	Percentage of PPI students achieving 7+, 5+ and 4+ in the BASICS and EBACC are similar to the non-PPI students.
Enriching the experience of students regarding cultural capital with funding towards <i>Super Saturdays</i>	An increase in participation in co-curricular activities, particularly among disadvantaged students as well as co-curricular opportunities targeted at disadvantaged students.
Improved reading comprehension and reduced vocabulary deficit among disadvantaged students across KS3 and KS4.	<p>Observations, diagnostic analysis, NGRT tests, work scrutiny and student attainment will show that:</p> <ul style="list-style-type: none"> Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas. Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. All students will be able to access ideas and knowledge beyond their starting points. Students will reach their chronological reading age by the end of Year 9.
Improved confidence and oracy across the curriculum.	<ul style="list-style-type: none"> Evidence from lesson observations will show PPI students in the lower sets

	<p>using oracy as confidently as their peers in higher set classes.</p> <ul style="list-style-type: none"> Increased participation of disadvantaged students in whole school extracurricular activities like the Academy Production.
<p>Improve the self -regulation and organisational skills of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Half termly behaviour report will reflect a gradual but permanent reduction in the number of PPI students who have organisational concerns including homework. Students will have developed key study skills through the new approach to prep via prep tasks, where students will be able to use the different study skills that prep seek to provide to reflect on their learning. Students are aware of different revision strategies they have used and which work for them.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65950

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	<p>Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	3
Specialist literacy support staff	https://educationendowmentfoundation.org.uk/resources/teaching-learning-	6

	toolkit/reading-comprehension-strategies/	
AP (HF) leading on whole school literacy and oracy	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/	6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £132000

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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning .	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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Use Prep as an additional resource to promote independent learning skills. Students given a suitable learning environment to reflect and recap on their	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)	1,4,5

lessons. Across all year groups in the academy, PPI students receive 47 prep sessions per week with specific interventions embedded into the Prep sessions.		
Literacy interventions such as Reading Plus, Literacy Pirates and Lexia	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	6
Reduction of class sizes for lower-ability students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,5

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

Budgeted cost: £233500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Co-curricular embedded in the curriculum via Bourne Scholar programme and Enrichment programmes for (Y7-11) to ensure all disadvantaged students are benefiting from the wider curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,4,5
Use programmes such as the Brilliant Club to raise aspirations amongst higher-ability, disadvantaged students	https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers	2,4

In-house ASPACE counselling service and well-being drop-in available to students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	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. https://doi.org/10.1002/jcop.20124	1,5
Enriching the experience of students regarding cultural capital with funding towards <i>Super Saturdays</i>	https://i-studentglobal.com/latest/why-diversity-exposure-is-important-in-early-education-development/	2

Total budgeted cost: £431450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupil premium students continue to make exceptional progress compared to national average outcomes. The attainment gap between N-PPI and PPI students has reduced from 0.38 to 0.33 over the past three years. The Academy is fully resolved in closing this gap entirely.

The table below is a summary of the key attainment indicators for the 2024/2025 academic year using the figures on the DfE Compare school and college performance in England website (updated December 2025).

	Mossbourne Victoria Park Academy (disadvantaged pupils)	England (non-disadvantaged pupils)
Attainment 8	59.6	50
Ebacc APS	5.77	4.46
Basics 4+	81%	72.7%
Basics 5+	60%	53.1%

PPI students have benefited from our Super Saturday Trips which provided opportunities for our students to develop their cultural capital. Every learning area carried out activities that provided PPI students with an out of lesson experience to enhance their co-curricular activities.

All PPI students that took part in the Duke of Edinburgh Programme were supported with funding amounting to 50% of the cost as part of enhancing their cultural capital and social skills.

Pupil premium students doing drama had the opportunity to attend a Mama Mia programme at the Novello Theatre this was an exciting and educative experience for the students.

Our current PPI Year 11 students achieved an average GCSE RS grade in Year 10 of 5.89, 16% achieved grade 9, 71% achieved 5+ with 81% achieving 4+. These outcomes are significantly higher than national average for all students in the country.

Further information (optional)

This is a two-year strategy which will be reviewed annually and then a new strategy written for the beginning of the 2026/2027 academic year.