

Pupil premium strategy statement

'Due to COVID, and schools being shut for a period of time, with no nationally moderated assessments, it is impossible to accurately measure the impact of PP funding, The Trust has produced a summary statement on PP spending 19-20 and plans for 20-21, which will be included in Council Papers for the second meeting of the year'

School overview

Metric	Data
School name	Montgomery Academy
Pupils in school	1151
Proportion of disadvantaged pupils	43% (493 students)
Pupil premium allocation this academic year	£452,670
Academic year or years covered by statement	2020-21 until 2021-22
Publish date	November 2020
Review date	October 2021
Statement authorised by	Stephen Careless.
Pupil premium lead	Marc Taylor
Governor lead	Graham Mawdsley

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.75
Ebacc entry	9.4%
Attainment 8	36.95
Percentage of Grade 5+ in English and maths	16.4

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve an average progress 8 score of -0.45	July 2022
Attainment 8	To achieve an average attainment 8 score of 40	July 2022
Percentage of Grade 5+ in English and maths	To achieve a 5+ in both English and Maths at 25%	July 2022
Other	Disadvantaged student attendance to be in line with their peers within school.	July 2022

Other	KS3 disadvantaged student reading ages to be similar to their peers within school (NGRT data)	July 2022
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Teaching priorities for current academic year

Measure	Activity
Priority 1	To maintain the profile of disadvantaged student progress and develop strategies to improve the attainment and school experience of disadvantaged students
Priority 2	To develop strategies to improve disadvantaged student attainment in core subjects of English, Maths and Science
Priority 3	To develop staff pedagogy and subject knowledge of staff to deliver the school's "EXCEL" model effectively helping enhance student progress
Priority 4	To provide staff with accurate information regarding all students
Priority 5	To provide set texts and key course equipment for disadvantaged students.
Barriers to learning these priorities address	<p>Variation in cultural capital of students affecting personal experiences to draw upon within the curriculum.</p> <p>Continuing Professional Development of staff to enable the consistent deliverer of the school's EXCEL model for teaching and learning, helping develop student progress.</p> <p>Continuing Professional Development of staff to deliver pastoral support to students to improve access to learning in school.</p> <p>Variation in to key texts, revision resources and key course equipment</p>
Projected spending	£117,109

Targeted academic support for current academic year

Measure	Activity
Priority 1	A "Life Coach" in position to work with targeted students to develop resilience, emotional skills and strategies to improve wellbeing.
Priority 2	A "Progress Manager" in position in each year group to work with disadvantaged students to track and monitor progress
Priority 3	Lexonik tutor in place to deliver targeted support and improve the reading ages and confidence of students
Priority 4	To provide diagnostic support for disadvantaged students with Special Educational Needs and the provision of strategies for teaching staff to enhance student progress.
Barriers to learning these priorities address	Variation in reading ages of disadvantaged students compared to their peers, affecting access to the curriculum.

	Provision of support for students with additional learning needs, improving access to learning and the curriculum
Projected spending	£169,056

Wider strategies for current academic year

Measure	Activity
Priority 1	Provision of key pastoral support to students to maximise learning time spent in school and ensure students feel supported in school
Priority 2	Improvement of disadvantaged student attendance to reduce lost learning time, monitoring students at risk of Persistent Absence (PA)
Priority 3	Reduce the days lost to fixed term exclusion experienced by disadvantaged students, developing behaviour for learning and reducing lost learning time
Priority 4	Provision of careers education, supporting students in their journey through school and upon leaving Post-16
Priority 5	Programme of "Entitlement" experiences in place to develop the cultural capital of disadvantaged students.
Barriers to learning these priorities address	<p>A complex range of pastoral needs that impact on student engagement in learning and time spent in school, affecting the progress students are able to make</p> <p>Differences in attendance rates of disadvantaged students compared to their peers – (19/20 until school closure; Disadvantaged – 91.6% Non- Disadvantaged – 95.3%)</p> <p>Difference in days lost to fixed term exclusion between disadvantaged students and their peers (19/20 until school closure; Disadvantaged – 142.5 days Non-Disadvantaged – 109.5 days)</p> <p>Variation in cultural capital of students affecting personal experiences to draw upon within the curriculum.</p>
Projected spending	£234,868

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have the confidence, materials and knowledge to deliver the school's EXCEL model consistently	Internal school CPD sessions around implementation of EXCEL Model. Curriculum Area CPD delivered on application of the EXCEL model with subjects. External experts have provided

	Developing reading ages of disadvantaged students	<p>CPD on questioning, effective explanations, retention and retrieval and behaviour for learning. Staff walk-bys within departments have been conducted to monitor and support the implementation of EXCEL. Materials have been provided to all staff to enable them to deliver the EXCEL model.</p> <p>NGRT data shows up to date reading age data. Reading Canon in place and experienced by students. Lexonik tutor in place and working with targeted students. Tracking of progress relating to reading ages and wider curriculum attainment. Time provided for staff CPD around delivering Reading Canon and Disciplinary Literacy.</p>
Targeted support	Provide time and support for staff delivering Reading Canon, disciplinary literacy and literacy support to students	<p>FCAT Director of English to provide CPD on Reading Canon and Disciplinary Literacy. Additional time provided for staff to deliver the Reading Canon. Lexonik tutor in place and delivering interventions to students. Cohorts of students selected based on NGRT and Accelerated Reading Data. Analysis of Lexonik outcomes and impact on attainment in curriculum.</p>
Wider strategies	<p>Ensuring days lost to fixed term exclusions by disadvantaged students reduces</p> <p>Ensuring disadvantaged student attendance rates improve in current COVID 19 landscape</p>	<p>School inclusion hub to be re-assigned to meet COVID regulations. Members of staff allocated to vulnerable students as key workers. Engage provision in place to support students. Vulnerable students' meetings to develop strategies to support students. Pastoral managers in place and support mechanisms for students utilised.</p> <p>Daily golden time phone calls to students showing unauthorised attendance. Weekly attendance data sharing with students via tutor groups. Identification of PA risk students. Vulnerable students' meetings to develop strategies to support students and improve attendance at school</p>

	Providing “Cultural” experiences within COVID 19 landscape	“Entitlement Menu” that has been created revisited and reassessed. “Alternate Remote Entitlement Menu” in place to provide opportunities for students based on curriculum content. Continually revisit the “Entitlement Menu” and explore opportunities for delivery if COVID guidance changes.
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Review: last year’s aims and outcomes

Aim	Outcome
Improved progress and outcomes for all disadvantaged students	See statement below
Disadvantaged student attendance to be in line with their peers within school.	See statement below
KS3 disadvantaged student reading ages to be similar to their peers within school (NGRT data)	See statement below

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