

Pupil premium strategy statement – [Montgomery 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	1182
Proportion (%) of pupil premium eligible pupils	42
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stephen Careless
Pupil premium lead	Marc Taylor
Governor / Trustee lead	Nick Harrop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,225
Recovery premium funding allocation this academic year	£120,888
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
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>	£571,113

Part A: Pupil premium strategy plan

Statement of intent

At Montgomery Academy we have the highest **expectations, hopes, dreams and ambitions** for every student regardless of their starting points in life. All students irrespective of their background should be provided with the same experiences and opportunities to improve their academic outcomes and experiences to ensure they take their place in the world as active citizens.

We believe that the best way to enhance student curiosity and learning is to provide consistent access to high quality teaching and learning. This is a key focus of this strategy and of the school, we feel this will further our disadvantaged students' ability to learn over time and improve their academic outcomes in the future.

At Montgomery Academy we have a reading rich curriculum, believing that developing student literacy levels will not only further their ability to access the curriculum but also provide disadvantaged students with confidence to read effectively through their school life and beyond.

We appreciate that students from all backgrounds have challenges that may affect their ability to learn, at Montgomery we understand the importance of pastoral support and the positive impact this can have on the progress students are able to make, as a result we provide a range of pastoral strategies to help improve student attendance, well-being and behaviour for learning helping to ensure students are able to be the best they can be.

Students at Montgomery Academy have different experiences of cultural opportunities and opportunities to help them develop outside the classroom. We believe that all students should have opportunities to develop their personal experiences to help them mature into curious and ambitious learners. We aim to provide students with a variety of experiences that students can recall and utilise on their journey through life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observations of student attainment indicate that disadvantaged students do not attain in line with non-disadvantaged students, this is supported further with research and national data. Although compared with national non-disadvantaged data, in school data related to student outcomes indicate that non-disadvantaged students have higher levels of attainment than disadvantaged students. Despite rising over the previous academic year, the percentage of disadvantaged students gaining 5+EM and 4+EM is lower than non-disadvantaged students.
2	Through analysis of data there is a difference in the behaviour for learning between disadvantaged students and their peers. Data analysis indicates that

	<p>although reducing there is a large difference in the number of school consequence points issued to disadvantaged students when compared with non-eligible students.</p> <p>Similarly, in school data analysis, supported by national figures indicate that disadvantaged students are more likely to lose days in school to fixed term exclusions, however recent data indicates that the percentage of days lost to fixed term exclusions is reducing amongst the disadvantaged student cohort.</p>
3	<p>Analysis of data indicates that differences exist in the attendance rates of disadvantaged students in school compared to their non-eligible peers. Disadvantaged student's attendance rates have remained static over previous academic years. COVID-19 affected attendance figures over the previous two academic years however differences of 4.6% exist between disadvantaged students and their peers.</p> <p>Observations of disadvantaged student attendance would indicate that this is having a negative impact on the attainment outcomes of this group of students.</p>
4	<p>Observations from staff and the analysis of data, corroborated by national research indicates that disadvantaged students have lower literacy levels in comparison to their non-disadvantaged peers. The analysis of NGRT assessment data gained in October 2022 as part of the National Literacy Project indicates the disadvantaged students have lower average reading age scores with differences in Y7 of 1.92, in Y8 of 0.94, Y9 of 1.42, Y10 of 0.74 and Y11 of 0.91</p> <p>Observations and research would indicate that this will have a significant impact on both disadvantaged student confidence and behaviour in school but also on the attainment outcomes of these students.</p>
5	<p>Observations of extra-curricular attendance data, discussions with staff and the completion of student voice indicates that there is a discrepancy amongst the number of opportunities experienced to aid the development of cultural capital between disadvantaged students and non-disadvantaged students. This therefore limits the experiences of disadvantaged students to draw upon within their learning which has a detrimental impact on their ability to link subject matter and skills to contextual understanding, as a result this could negatively impact on their attainment.</p>

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
Improved attainment of disadvantaged students at the end of Key Stage 4, with A focus on students gaining 4+EM and 5+EM	<p>By the end of the current strategy plan, the percentage of disadvantaged students gaining a grade 4 in both English and Maths to increase by 15%.</p> <p>By the end of the current strategy plan, the percentage of disadvantaged students gaining a grade 5 in both English and Maths to increase by 15%.</p>

	<p>By the end of the current strategy plan, the percentage of disadvantaged students that enter the English Baccalaureate (EBacc) to increase by 25%. In the academic year 2020/21 6% of disadvantaged students entered the EBacc</p>
<p>The reduction of school consequence points issued to disadvantaged students with a focus on C1 and C2 awarded for low level behaviour incidents</p>	<p>By the end of the strategy plan the number of school consequence points issued to disadvantaged students to reduce by 25% when compared to the last full academic year in 2018/19.</p> <p>The number of C1 and C2 behaviour incidents attributed to disadvantaged students to reduce by 10%.</p>
<p>A reduction in fixed term exclusions issued to disadvantaged students with a focus on the number of days lost to exclusions by disadvantaged students</p>	<p>At the end point of the strategy document:</p> <ul style="list-style-type: none"> the % of days lost to fixed term exclusion experienced by disadvantaged students to reduce by 5% compared to non-disadvantaged students. <p>The total number of days lost to fixed term exclusion by disadvantaged students to reduce by 5%</p>
<p>To achieve and maintain improved attendance figures for disadvantaged students.</p>	<p>Improved and maintained attendance rates by the end of the current strategy plan in 2024:</p> <ul style="list-style-type: none"> the overall attendance rate for disadvantaged students will increase by at least 5% when compared to 2021 HT5 data <p>existing differences that exist in attendance rates between non-disadvantaged students and their peers to close by 5%</p>
<p>The improvement of reading skills and reading confidence amongst disadvantaged students, with focus on students in Y7-10</p>	<p>Average SAS NGRT data illustrates an improvement amongst disadvantaged students in years 7-10 by the end point of the current strategy plan in 2024 with average SAS scores improving by 2.</p> <p>Student voice data indicates that disadvantaged students feel more confident in their ability to read and comprehend texts.</p>
<p>Disadvantaged students to be provided with a wider range of cultural experiences to draw upon within their learning</p>	<p>By the end of the current strategy plan in 2024 the school's Cultural Capital Entitlement Menu will be embedded within the school resulting in:</p> <ul style="list-style-type: none"> disadvantaged students being provided with more experiences to develop their cultural capital and draw upon this in their learning.

	The percentage of ambition points awarded to disadvantaged students in school for extra-curricular participation increases by 5%
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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: £116,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retaining a member of staff TLR position to improve the attainment of disadvantaged students in Maths	<p>The EEF Guide to The Pupil Premium states that <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i></p> <p>Historical school data for disadvantaged students shows differences exist between disadvantaged students and non-disadvantaged peers in Maths.</p> <p>This activity will help ensure that a member of staff is in place in Maths to support the quality of teaching within the curriculum area to ensure disadvantaged students make progress in line with their peers. This appears to have had some impact as Progress 8 data for disadvantaged students in Maths improved by 0.36 in 2022/23</p>	1
Developing High Quality First Teaching across all staff through the provision of a CPD programme to develop disciplinary literacy and the utilisation of assessment strategies to address misconceptions and help disadvantaged students know and remember more in all curriculum areas.	<p>The EEF Guide to The Pupil Premium states that <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> Also, the EEF Guidance Report on Effective Professional Development states that <i>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</i></p> <p>This activity will ensure that a structured programme for professional development is in place and staff receive continuous professional development opportunities that are aligned to the school’s priorities with emphasis on disciplinary literacy and on students knowing and</p>	1, 2 and 4

	remembering more, utilising assessment tools to develop responsive teaching strategies.	
The provision of technology to provide staff with up-to-date information on progress and learning needs of students	This activity will provide staff members with up-to-date information regarding student progress, behaviour and attendance. This will be used to implement effective feedback and plan lessons to build on current priorities for learning to help ensure disadvantaged students learn effectively over time.	1, 2, 3 and 5
The provision of Assistant Headteacher in place to support the delivery of the Disadvantaged student strategy	Through the assessment of national statistics on a range of issues such as attainment, attendance and behaviour and the comparison to in school data which highlights similar differences exist between disadvantaged students and their peers. This activity will help focus and direct the implementation of this strategy to assist in maximising the impact it has to help achieve the success criteria within this document.	All
The retention of two tutors to focus on developing student literacy and reading fluency	<p>The EEF Guidance Report "Improving Literacy in Secondary Schools" recommendation 7 states that "schools should expect and proactively plan to support students with the weakest levels of literacy," and that schools should "provide high quality literacy interventions for struggling students." The EEF Teaching and Learning toolkit also suggests that phonics-based interventions can make up to 5 months additional progress and that "studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches."</p> <p>In previous academic years this approach had a positive impact on the reading ages of the students that accessed the provision with the average reading age gain for disadvantaged students being 24.59 months.</p> <p>In data gained from NGRT assessments in disadvantaged students average SAS reading scores are lower than non-disadvantaged, showing an average difference of 7.35.</p>	4

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

Budgeted cost: £141,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The provision of in school small group tuition through the school's Wiki Flow programme</p>	<p>The EEF Teaching and Learning Toolkit states that <i>"small group tuition has an average impact of four months' additional progress over the course of a year."</i> The EEF in 2021 stated that the rationale for the small group tuition was that <i>"research has shown that pupils learning has been affected by school closures"</i> and that <i>"there is a large body of evidence that tutoring and small-group tuition is effective and that it can be particularly effective for disadvantaged pupils."</i></p> <p>Issues around the supply of tutors and the quality of delivery meant that previous strategies around small group tuition did not have the desired impact on student attainment. This has been adapted to focus on small group tuition to enhance disadvantaged student literacy skills with a focus on reading fluency. The rationale for this is the impact of similar previous interventions on student reading ages and the challenges highlighted around differences in reading ages between disadvantaged students and their non-disadvantaged peers.</p>	<p>1 and 4</p>
<p>The provision of additional Educational Psychologist time to provide specific strategies to improve the attainment of pupils with SEN</p>	<p>The EEF Guidance Report on Special Educational Needs in Mainstream Schools states that <i>"pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement"</i> and that <i>"the disadvantage gap means finding better ways to support pupils with SEND"</i></p> <p>Within this guidance report recommendation 2 suggests that schools should <i>"Build an ongoing, holistic understanding of your pupils and their needs."</i> By increasing the amount of information and therefore understanding of a child's needs it will help provide staff with a greater understanding of the child and help them support their learning over time.</p>	<p>1 and 2</p>
<p>The provision of Progress Managers in all year groups to monitor, track and support the progress of students.</p>	<p>The EEF produced information on the <i>"Best Evidence on impact of COVID-19 on pupil attainment."</i> Within this information the evidence gained from a large evidence base is that the research shows a consistent pattern that <i>"there is a large attainment gap for disadvantaged students which seems to have grown."</i></p> <p>This approach will ensure each year group has a member of staff who works closely with the year group tracking and monitoring the progress of students to ensure they receive the necessary support to improve the progress they are able to make.</p>	<p>1</p>

	Attainment gaps exist between disadvantaged students and their peers in all year groups, this is corroborated with national data on the attainment of disadvantaged students	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £337,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The provision of two in school strategies to support student's mental health and well-being, inclusive of the retention of:</p> <ul style="list-style-type: none"> • Hub Manager from Blackpool Football Club • Two Life Coaches • NHS Counsellor 	<p>The EEF Teaching and Learning Toolkit suggest that providing successful support for students with social and emotional learning can have an impact on <i>"of an additional four months' progress over the course of a year."</i></p> <p>However careful monitoring of how this impact on academic progress is needed to ensure that the approach has an impact on the students who access this. For disadvantaged students the toolkit states that <i>"evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers"</i> and that <i>"SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment."</i></p>	2, 3
<p>The provision of key pastoral support for students, including the retention of:</p> <p>Pastoral Managers in each year group to provide targeted support to students in each year group.</p> <p>Deputy Designated Safeguarding Lead</p>	<p>The EEF Teaching and Learning Toolkit suggests <i>"the average impact of behaviour interventions is four additional months' progress over the course of a year"</i> and that <i>"targeted interventions and universal approaches have positive overall effects (+4 months)"</i></p> <p>A large percentage of disadvantaged students at Montgomery Academy have barriers that affect them outside of the school environment that affect their ability to make progress in school. This impacts on both behaviour for learning and attendance, in which differences exist in the data between disadvantaged students and non-eligible students</p> <p>DfE data produced on 28th July 2022 with the <i>Permanent exclusions and suspensions in England for the Academic Year 20/21 Report</i> states that <i>"The permanent exclusion rate for pupils eligible for FSM is 0.12, compared to 0.03"</i></p>	2 and 3

	<i>for those not eligible and that “the suspension rate is also higher at 9.68 for pupils eligible for FSM, compared to 2.82 for those not eligible.</i>	
<p>The provision of Lead Attendance and Behaviour Managers to improve the attendance and behaviour for learning of students, helping to maintain the school’s SMART model for behaviour.</p>	<p>The EEF Teaching and Learning Toolkit suggests <i>“the average impact of behaviour interventions is four additional months’ progress over the course of a year”</i> and that <i>“targeted interventions and universal approaches have positive overall effects (+4 months)”</i></p> <p>A large percentage of disadvantaged students at Montgomery Academy have barriers that affect them outside of the school environment that affect their ability to make progress in school.</p> <p>DfE data produced on 28th July 2022 with the <i>Permanent exclusions and suspensions in England for the Academic Year 20/21 Report</i> states that <i>“The permanent exclusion rate for pupils eligible for FSM is 0.12, compared to 0.03 for those not eligible and that “the suspension rate is also higher at 9.68 for pupils eligible for FSM, compared to 2.82 for those not eligible.</i></p> <p>This approach has shown to have had a positive impact on the behaviour of disadvantaged students. In 2022-23 the number of days lost to fixed term suspension for disadvantaged students reduced by 22 and the number of incidences of fixed term suspensions reduced by 30 for the same cohort.</p>	2 and 3
<p>The Provision of a Pupil Welfare Officer to improve student attendance data, with focus on the reduction of students whose attendance its classed as being “Persistent Absence”</p> <p>This will also include the retention of an additional Pupil Welfare Officer to help enhance the improvement of student attendance figures to combat the effect of COVID-19 on this data.</p>	<p>DfE data gained from the Pupil absence in schools in England: autumn and spring terms 2020/21 report states that <i>“57.5% of sessions in the Spring term 2021 were recorded as not attending due to circumstances related to coronavirus. This includes the period of lockdown from 4 January 2021 where only children of critical workers and vulnerable children could attend school.”</i></p> <p>In 2022-23 the attendance of disadvantaged students improved by 1.31% compared to the previous academic year. However, an in-school difference in attendance rates of disadvantaged students and their non-disadvantaged peers of 5.4% still exists.</p>	3
The provision of a Careers Advisor to provide targeted careers support and develop the in-school	This approach has previously ensured low levels of active NEET students from Montgomery upon leaving at the end of Year 11. School NEET figures have been consistently strong, the school’s NEET figure was 2.1% in 2021/22.	

careers provision across all year groups in school	The previously ongoing COVID-19 situation had meant that interventions and support around careers had been delivered remotely. Despite this, this area of provision has been highlighted as a strength of the school by external agencies and regulatory bodies.	
The embedding of the school's Cultural Capital Entitlement Menu to provide students with additional experiences outside of the classroom across all year groups.	Student voice information has indicated that disadvantaged students have lower levels of direct experiences that would increase their cultural capital. For example, 22% of disadvantaged students had been to a museum or 35% of disadvantaged students had seen a show at a theatre. A programme of experiences was drawn up to develop these opportunities for students to utilise in and enhance their learning. This was affected by COVID-19 and unable to be delivered.	5
The securing of "Alternative Provision" for students with a range of issues, with a particular focus on those students at risk of permanent exclusions.	DfE data produced on 28 th July 2022 with the <i>Permanent exclusions and suspensions in England for the Academic Year 20/21 Report</i> states that "The permanent exclusion rate for pupils eligible for FSM is 0.12, compared to 0.03 for those not eligible and that "the suspension rate is also higher at 9.68 for pupils eligible for FSM, compared to 2.82 for those not eligible. In school data shows that disadvantaged students have more incidences of permanent exclusion than their non-eligible peers. The securing of "Alternative Provision" and the dual registering of students in previous academic years has seen the number of disadvantaged students "permanently excluded" from school reduce, however disadvantaged students have experienced a higher proportion of permanent exclusions in comparison to their peers.	3
Contingency fund to support students throughout the academic year e.g. support with educational supplies, uniform	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to specific needs to support them in school	All

Total budgeted cost: £ [596,719]

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

As a school we have analysed the performance of the disadvantaged students during the academic year of 2022/23 using a range of sources inclusive of key stage 4 performance data and internal assessments. For 2023, the Progress 8 score for disadvantaged students was -1.08 which was an improvement of 0.27 when compared to 2022. When the Progress 8 figure is compared to the non-disadvantaged students within school it produces an attainment gap of -0.79. This in school variation has narrowed by 0.13 compared to the in-school attainment gap in 2022.

Comparing the Progress 8 score for disadvantaged students against the national non-disadvantaged students in 2023 produces a difference of -1.25, this has narrowed compared to the same measure in 2022 in which the difference was -1.5, showing a narrowing of the gap by 0.25 compared to 2022 figures. Comparing the progress of disadvantaged students with national disadvantaged students also suggests a positive trajectory. In 2023 the difference was -0.51, in 2022 this difference was -0.78, showing that this measure has narrowed by 0.27.

Gaps in attainment at key threshold measures have narrowed between disadvantaged students and their non-disadvantaged peers in school. The gap in percentage between in school disadvantaged students and non-disadvantaged students that achieved a 5+ in both English and Maths has closed by 2.5%. Likewise, this is mirrored when comparing the difference in percentage of students that achieved a grade 4+ in both English and Maths which also closed by 5.9% between disadvantaged students and their non-disadvantaged peers in school.

The impact of COVID-19 has had a long-lasting impact on the well-being and circumstances of our disadvantaged students in what was, prior to the pandemic, an already heavily deprived area and this still continues to have an impact on the student body. Comparisons nationally within this cohort of students indicates a continued widening of the attainment gap.

Disadvantaged student progress measures have improved at Montgomery Academy in 2022/23 suggesting that the approaches that have been implemented are starting to show impact. Consolidation and continuation of these approaches is required to further develop at a greater rate the progress made by disadvantaged students.

The work completed to support the development of disadvantaged student literacy skills and confidence over the previous academic has seen the Average SAS score for this cohort improve by 2.48% when comparing their performance to their first NGRT assessment. The average SAS score for this cohort after their final NGRT test was 98.93. Comparing this measure with non-disadvantaged students in school indicates that this group of students improved by 1.17% more than their disadvantaged peers. The disadvantaged students in Year 9 outperformed non-disadvantaged peers when comparing their average SAS change between tests. The disadvantaged students in this year group improved their average SAS score by 0.8% more than their non disadvantaged peers. Although progress has been made to improve

SAS scores for disadvantaged students, work is still needed to reduce the difference when comparing their performance to non-disadvantaged students in school.

Long term comparisons of attendance over time are difficult due to the COVID-19 pandemic which significantly impacted student attendance at school. Analysing the 2022-23 in school disadvantaged student attendance data shows an increase of 1.31% when compared to the same figure in 2021-22. There has been a slight rise in the difference in attendance rates between disadvantaged and non-disadvantaged students in school with the difference widening by 1.09% over the previous academic year.

Long term comparisons on previous academic years are difficult due to the disruption caused by COVID-19. However, comparing fixed term suspension data to the previous academic year indicates that the number of days lost to fixed term suspensions for disadvantaged students reduced by 22 days, this is also mirrored in the number of incidences of fixed term suspensions attributed to disadvantaged students which reduced by 30 from the previous academic year. The percentage of total students that received a fixed term suspension and were disadvantaged reduced by 4.81% when compared to the same measure in the previous academic year.

Of the total school consequence points data awarded for low level disruption (C1 and C2), the percentage that were awarded to disadvantaged students has reduced by 3.55% over the previous academic year. Comparing this measure to the last full academic year before the start of this strategy document (2018/19) shows a reduction in this measure of 7.67%. Of the total school consequence points awarded, the percentage that were awarded to disadvantaged students has reduced by 4.74% when compared to the same measure at the end of the previous academic year (2021-22)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

High Quality First Teaching:

We recognise, through evidence gained from research and utilising the EEF's "Guide To The Pupil Premium" that there are a range of activities that can be adopted to enhance the attainment, attendance and well-being of disadvantaged students. However, we feel that access to high quality teaching will have the biggest impact on student attainment.

In order to embed this within our school community and ensure that all students have access to consistent high-quality teaching we have developed our "EXCEL" model for teaching and learning built on evidence and adapted from FCAT's Core Characteristics for Teaching. This was created and developed in 2018, with specific focus on embedding each specific component of the model to ensure staff understanding of the research and rationale and aiding successful implementation through CPD. The model and rationale are as follows:

E - Entry Tasks – visible and present at the start of every lesson and strategically spaced to ensure sufficient recall opportunities of earlier topics and skills.

X – Excellent Relationships - all staff contribute positively to a climate of mutual trust and respect within the classroom.

C – Challenge Questions – CQs present in lessons to focus, assess and direct learning ensuring an ambitious curriculum offer for all. CQ responses are written independently, on the whole, and offer students the opportunity to apply content and practise skills modelled within the lesson

E - Effective Explanations/modelling/questioning – teachers present subject matter clearly and promote discussion through well planned/constructed/adaptive questioning whilst ensuring new skills and concepts are modelled to students in the 'novice' stages of their learning.

L – Learning Over Time – LIFT lessons are mapped out following key assessment points and provide opportunities for more personalised feedback and improvement time to ensure longevity of learning. Knowledge checks are routinely performed in each curriculum area to monitor student understanding of the domain being taught and the outcomes used to inform teaching practice and ensure misconceptions and gaps in knowledge are addressed (responsive teaching). Each curriculum area has mapped out the essential knowledge that students should know and the skills they are to learn in each subject. Summative assessments (twice yearly) have been restructured and designed to ensure students are assessed on a sample of the identified knowledge and skills outlined in each curriculum area.

Staff have received focused CPD opportunities from highly respected and expert practitioners, including Tom Sherrington focussing on entry tasks and challenge questions, Tom Bennett focussing on excellent relationships, Oli Caviglioli on dual-coding and effective explanations, Alex Quigley on disciplinary literacy, Ross Morrison -McGill focussing on the implementation of the model through Plan, Mark and Teach and Mary Myatt focussing on ensuring an ambitious curriculum through challenge questions and learning over time.

A Teaching and Learning Handbook has been created to guide staff through the rationale and research behind the EXCEL model and also signposts opportunities to develop pedagogy and enhance the quality of their teaching. This was sold with all proceeds going to charity across 72 countries worldwide.

<https://www.montgomeryschool.co.uk/news/2021-06-21-boom-in-worldwide-sales-of-montgomery-academy-s-teaching-resource>

The school's EXCEL model for teaching and learning has now been embedded however the timing and impact of the COVID-19 pandemic has affected the delivery of this model for large proportions of time particularly during school closures, which may have affected the impact of the model on student outcomes.

As previously mentioned in the Outcomes for Disadvantaged students' section of this plan extensive time has been spent analysing a wide range of educational research in order to develop strategies for disadvantaged students to enhance their ability to know and remember more information in all curriculum areas. Significant work has been completed to identify and map out the key knowledge and skills that students should know and develop within each subject area and each year they study at Montgomery with particular emphasis on Key Stage 3. Staff have received further CPD opportunities from Kate Jones and Daisy Christodoulou to develop their knowledge around the creation of and use of responsive teaching strategies to ensure misconceptions are addressed and students can learn and remember more. A greater emphasis within the school curriculum is now to be placed on the utilisation of different assessment strategies to address misconceptions and enhance learning over time of disadvantaged students. It is expected that this will help disadvantaged students perform well within external assessments but also develop into well rounded and culturally aware students in the next stage of their lives.

Over the past academic year (2022-23) significant work has been completed in developing the way students are assessed to ensure that staff are aware of gaps in knowledge and are able to respond to these accordingly within their teaching to ensure that students develop their knowledge and understanding of key subject content. Knowledge checks are routinely performed in each curriculum area to monitor student understanding of the domain being taught and the outcomes used to inform teaching practice and ensure misconceptions and gaps in knowledge are addressed. CPD has been provided on formative strategies to check for understanding in each lesson and staff are utilising this to assess whole class student understanding to help them learn and remember more. Summative assessments have been restructured and designed to ensure students are assessed on the identified knowledge and skills outlined in each curriculum area. These are cumulative and are designed to assess students' recall of previous learning and current topic content, with an aim of 15% of the assessment content focussing on previous learning.

Additional Activity:

Our disadvantaged student strategy statement will be supported by additional activities that are not being funded by the pupil premium or recovery premium but will enhance the provision and experiences of students. These include:

- The continuation and embedding of the school's "Literary Canon." This is a programme designed to develop student reading and comprehension skills. Students across the year groups 7-10 experience guided reading sessions which occur three times a week within designated time in registration periods. The canon encompasses carefully selected books to stimulate student interest and provide further opportunities to develop their cultural capital. Staff have received training to deliver this effectively and further subject specific CPD opportunities will be provided during this academic year to enhance disciplinary literacy.
- Ensuring students use, understand and act upon the school's SMART model for behaviour. This has been developed to support students display behaviour that is; Safe, Mature, Ambitious, Thoughtful and Respectful. This has been shared with staff and students and is regularly revisited to ensure all students are aware of its meaning and how it can be applied to improve the behaviour they display on a daily basis.
- Offering a wide range of extra-curricular activities to help develop student well-being and help improve attendance and behaviour. We aim to offer opportunities to create life long memories and develop skills students can draw upon through their life through provision of the school's extra-curricular programme and the completion of external awards such as the Duke of Edinburgh and NCS. We also provide students with opportunities to develop leadership skills through positions of responsibility such as House Captains, School Council Representatives, Kooth Ambassadors, Sports Captains and the Student Leadership Team. Disadvantaged students are to be encouraged and supported to participate and take advantage of the opportunities available to them

