

Pupil premium strategy statement

School overview

Metric	Data
School name	Montgomery Academy
Pupils in school	1174
Proportion of disadvantaged pupils	42% (495 students)
Pupil premium allocation this academic year	£477,000
Academic year or years covered by statement	2018-19 to 2021-22
Publish date	January 2020
Review date	October 2020
Statement authorised by	Stephen Careless
Pupil premium lead	Marc Taylor
Governor lead	Graham Mawdsley

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.88
Ebacc entry	6.7%
Attainment 8	35.87
Percentage of Grade 4+ in English and maths	41.6%
Percentage of Grade 5+ in English and maths	16.9%

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	July 2022

	their peers within school (NGRT data)	
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Teaching priorities for current academic year

Measure	Objective
Priority 1	To raise the profile of disadvantaged student progress and strategies to improve the attainment 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 the pedagogy and subject knowledge of teaching staff to be able to deliver school's "EXCEL" model
Priority 4	To provide staff with accurate information regarding disadvantaged Students
Priority 5	To improve access to set texts and key course equipment for disadvantaged students.
Barriers to learning these priorities address	The retention and recall of key pieces of information. Provision of a consistent quality of teaching and learning across the school. Developing staff questioning and explanations to further progress. To develop staff subject knowledge to improve classroom pedagogy.
Projected spending	£116,874

Targeted academic support for current academic year

Measure	Activity
Priority 1	A "Life Coach" in position to work with targeted disadvantaged students to develop resilience and emotional skills to manage behaviour for learning more effectively
Priority 2	To provide support for disadvantaged students through the provision Speech and Language therapy
Priority 3	A "Progress Manager" in position in each year group to work with disadvantaged students to track and

	monitor progress, and to develop strategies to improve the progress they make.
Priority 4	To improve the average reading ages of disadvantaged students. To improve the quality of teaching of literacy across all curriculum areas
Priority 5	To provide support for disadvantaged students with Special Educational Needs and the staff that teach them
Barriers to learning these priorities address	Wide range of pastoral issues affecting the progress students can make, develop resilience and strategies to manage emotions more effectively, poor literacy levels of students affecting access to lessons and progress, wide range of special educational needs and supporting staff with information to improve the progress of students in their lessons.
Projected spending	£152,465

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve the behaviour for learning of disadvantaged students.
Priority 2	To reduce days lost by disadvantaged students to fixed term exclusions
Priority 3	To provide pastoral support to vulnerable disadvantaged students
Priority 4	To improve the attendance of disadvantaged students across the school
Priority 5	To improve the aspirations of disadvantaged students
Priority 6	To raise the cultural capital of disadvantaged students at Montgomery
Barriers to learning these priorities address	Attendance figures affecting the progress students are able to make. Provision of a settled learning environment to stimulate progress and improve the quality of teaching and learning. Provide support for vulnerable students experiencing pastoral issues affecting their progress. Students to have greater experiences to draw upon during their learning to improve progress.
Projected spending	£142,027

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have the confidence, materials and knowledge to deliver the school's EXCEL model.	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 CPD on questioning, effective explanations, retention and retrieval and behaviour for learning. Staff walkthroughs 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.
Targeted support	To reduce days lost by disadvantaged students to fixed term exclusions	School inclusion hub created. Members of staff allocated to vulnerable students as key workers. Engage provision in place.
Wider strategies	Ensuring the cultural capital provision work targets the necessary students and the gaps in their cultural capital	Student voice to be completed to find gaps in student experience. Cultural Capital audit to take place. Entitlement menu to created. Tracking system to be created to monitor student attendance at events/clubs.

Review: last year's aims and outcomes

Aim	Outcome
Achievement difference between eligible students and national non-eligible students to diminish, measured by the progress 8 scores of eligible students (18-19) against non-eligible students national average.	Disadvantaged student P8 score in 2018/19 was -0.88 compared to -1.05 in 2017/18. An improvement of +0.17 Achievement gap between eligible students and national non-eligible students did diminish.

<p>Diminish the difference in rates of fixed periods of exclusions between in school eligible and non-eligible students, measured by comparison of fixed periods of exclusion</p>	<p>Whole school days lost to fixed exclusions in 2018/19 reduced by 10 days from 2017/18 figure. Days lost to fixed exclusions reduced by 127 days from 2016/17 figure.</p> <p>Number of Disadvantaged students receiving FTE reduced by 26 from 2017/18 and 35 from 2016/17.</p> <p>Disadvantaged students accounted for 10% more of the total days lost to FTE when compared to 2017/18.</p>
<p>Attendance of eligible students to continue to improve, measured by school attendance figures.</p>	<p>Disadvantaged student attendance in 2018/19 was 92.4% compared with 92.4% in 2017/18</p>
<p>Attendance of eligible students' families at school events improves, measured by the % of eligible families attending each school event</p>	<p>59% average PP attendance at Parents Evenings in 2018/19 compared with 53% average PP attendance at Parents Evenings in 2017/18</p>