

MONTEM ACADEMY

Pupil Premium



Pupil Premium is funding given to schools to help to support disadvantaged students, and to help to close the gap in attainment between these students and their peers. It is allocated to schools for every student who has been registered for free school meals at any point in the last six years, and for Children Looked After and children of Service Personnel. The Government believes that the PPG is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

This academic year (2016-2017) Montem Academy received £374,000 in Pupil Premium. We have looked at projects we have found previously to have impact and also introduced a number of new initiatives. We intend to spend the money as follows:

Planning and Evaluation outline 2015-2016

Target (1): The Standard of attainment for disadvantage pupils is at least in line with national averages; with many pupils exceeding this with a focus on continuing to close the gap rapidly across all year groups, through highly effective targeted interventions.

Target (2) SLT to continue to track the progress of Disadvantage pupils and to monitor the effectiveness of all intervention programmes

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Sutton Trust Impact (educational research) | Is this a new or continued activity/ |
|---|--|---|---|
| To employ Pupil Premium Teachers for all year groups | £210,000 | +4 months | NEW ACTIVITY |
| SLT to provide small group teaching of literacy and numeracy in Year 6 and Year 2, Reception (early intervention) | £40,000 | +3 months/+5 months early years intervention | Existing |
| Saturday Morning Booster club | £15,000 | +4 months | Existing |
| Holiday Booster Sessions and resources | £5,000 | +2 months | Existing |
| Reading recovery teacher | £15,000 | +5 months | Existing |
| After School Tuition | £ 5,000 | + 4months | Existing |
| PM Lunchtime readers | £3,000 | + 4 months | Existing |
| More Able tuition in Years 2 and 6 | £10,000 | +4 months | NEW |
| School Trips | £2,000 | +3 months | Existing |
| SLT evaluating intervention and analysing data. | £3,000 | - | Existing |
| Inclusion assistant to track intervention groups and PPG spending | £11,000 | - | Existing |
| Born to Movement | £2,500 | +2 months | NEW ACTIVITY |
| Reading Aunties in all Year Group to develop reading comprehension 1:1 tutoring | £6,000 | +5 months | NEW ACTIVITY |
| Social and emotional learning/Behaviour intervention | £3,000 | + 4 months | NEW ACTIVITY |
| Phonics Booster | £2,000 | +4 months | NEW ACTIVITY |
| Art tuition for Most able pupils (Music, Art and MFL) | £3,000 | +2 months | NEW ACTIVITY |

Impact Data and Analysis for 2015-2016

In 2015-2016 the school received £335,000 for Pupil Premium. This additional funding was used to support the raising of standards for Disadvantaged children. Last year, there were 278 children, out of 880, who were entitled to Pupil Premium funding.

Montem Academy has a good track record (see results below) of significantly narrowing the gap between the attainment of disadvantaged children and all other children nationally. Therefore we feel our strategies and use of such allocated money is successful. We have also made effective use of research conducted by the Sutton Trust, in particular the Sutton Trust Toolkit in supporting us to determine the most effective strategies to implement and inform decision making. For this academic year, we have looked at projects we have found previously to have made good impact and also introduced a number of new initiatives.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. Intervention Data is collected half termly and recorded on a detailed track grids/system which are analysed by the school Principal, who oversees the whole school work on Pupil Premium. Her aims are to ensure the funding is allocated to each Pupil Premium child, measure impact of strategies in place and advise where performance needs addressing.

Summative assessments are sat by the children in years 2 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are made of all pupils (Early Years to year 6), including disadvantaged, so we can ascertain attainment and progress in any moment of time.

Pupil Progress analysis are shared and discussed with year groups each half term. Pupils who are falling behind are placed on a Personalised Intervention Plan (PIP) to ensure that gaps are continuously addressed and narrowed.

Progress of Disadvantage pupils (Whole School)

The progress of funded children (Disadvantaged Pupils) has been similar to or better than non-funded pupils (All other pupils) in all year groups and in all subject areas. The progress of Disadvantaged pupils is at least 'good' with some areas of 'outstanding' progress.

This progress is due to many contributing factors but has been boosted mostly by having targeted intervention groups, Pupil Premium teachers in years 2, 4, 5 and 6, extra tuition classes across all year groups, Saturday school for Years 2 and 6 Pupils, Reading Aunties, a Reading Recovery Teacher in Key Stage 1, additional phonics teaching in Year 1 and extra reading support at breakfast club.

This year, the academy introduced a Pupil Premium Key Worker, who supports disadvantage pupils who are falling behind. We have also provided reading and educational packs to pupils in Nursery and Reception.

The impact of the Pupil Premium has been very positive, demonstrating good value for money with the following results:

Early Years

| | Proportion achieving a GLD | |
|-----------|----------------------------|------------------|
| | Disadvantage | All other Pupils |
| Reception | 67% | 69% |

Reception: The proportion of Disadvantage pupils achieving a Good Level of Development is in line with all other pupils and in line with national.

Phonics

| | Proportion achieving a GLD | |
|--------|----------------------------|------------------|
| | Disadvantage | All other Pupils |
| Year 1 | 81% | 74% |
| Year 2 | 100% | 86% |

Year 1: The proportion of Disadvantage pupils passing the phonics screening test is above all other pupils

Year 2: The proportion of Disadvantage pupils passing the phonics retake is above all other pupils

National Curriculum Years 1,2,4,5

| | Proportion meeting the expected standard (TA) | | | | | |
|--------|---|-----|---------|-----|-------|-----|
| | Reading | | Writing | | Maths | |
| | PP | NPP | PP | NPP | PP | NPP |
| Year 1 | 84% | 70% | 85% | 68% | 85% | 72% |
| Year 3 | 63% | 69% | 61% | 63% | 67% | 77% |
| Year 4 | 79% | 73% | 82% | 83% | 81% | 83% |
| Year 5 | 84% | 69% | 74% | 61% | 75% | 78% |

Year 1: The proportion of Disadvantage pupils meeting the expected standard was higher than all other pupils especially in reading and writing.

Year 3: The proportion of Disadvantage pupils meeting the expected standard was in line with all other pupils

Year 4: The proportion of Disadvantage pupils meeting the expected standard was in line with all other pupils

Year 5: The proportion of Disadvantage pupils meeting the expected standard was higher than all other pupils in Reading and Writing and in line in maths

End of Key Stage 1

| Year 2 | Academy Result 2014.15 | |
|-----------------------------------|-----------------------------------|------------------|
| | Disadvantage Pupils | All other Pupils |
| Reading | | |
| % Meeting the expected standard + | 84% | 69% |
| % exceeding the expected standard | 26% | 28% |
| Writing | | |
| % Meeting the expected standard+ | 81% | 68% |
| % exceeding the expected standard | 16% | 21% |
| Maths | | |
| % Meeting the expected standard+ | 84% | 76% |
| % exceeding the expected standard | 32% | 31% |

Year 2:

- The proportion of Disadvantage pupils meeting the expected standard is above all other pupils in all areas.
- The proportion of Disadvantage pupils exceeding the expected standard is in line with all other pupils

End of Key Stage 2

| Key Stage 2 Year 6 SATS | Academy Result 2015- 2016 | |
|-------------------------------------|--------------------------------------|------------------|
| | Disadvantage Pupils | All other Pupils |
| Reading | | |
| % Meeting the expected standard | 40% | 39% |
| Writing | | |
| % Meeting the expected standard | 83% | 88% |
| Maths | | |
| % Meeting the expected standard | 65% | 73% |
| Grammar Punctuation Spelling | | |
| % Meeting the expected standard | 65% | 73% |

Year 6:

- The proportion of Disadvantage pupils meeting the expected standard is broadly in line with all other pupils in all areas.

How we intend use the Pupil Premium in 2016/2017

Target (1): The Standard of attainment for disadvantage pupils is at least in line with national averages; with many pupils exceeding this with a focus on continuing to close the gap rapidly across all year groups, through highly effective targeted interventions.

Target (2) SLT to continue to track the progress of Disadvantage pupils and to monitor the effectiveness of all intervention programmes

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Sutton Trust Impact (educational research) | Is this a new or continued activity/ |
|--|--|---|---|
| To employ Pupil Premium Teachers/HTLA for all year groups including reception | £200,000 | +4 months | Existing New In Reception |
| SLT to provide small group teaching of literacy and numeracy in Year 6, Year 3-4 and Year 2, Reception (early intervention) | £80,000 | +3 months/+5 months early years intervention | Existing New in Year 3/4 |
| Saturday School | £20,000 | +4 months | Existing |
| Holiday Booster Sessions and resources | £5,000 | +2 months | Existing |
| Reading Recovery Teacher | £15,000 | +5 months | Existing |
| After School Tuition | £ 5,000 | + 4months | Existing |
| PM Lunchtime readers | £5,000 | + 4 months | Existing |
| More Able tuition in Years 5 and 6 | £2,000 | +4 months | Existing |
| School Trips | £5,000 | +3 months | Existing |
| SLT evaluating intervention and analysing data. | £3,000 | - | Existing |
| Inclusion assistant to track intervention groups and PPG spending | £11,000 | - | Existing |
| Born to Movement | £5,000 | +2 months | Existing |
| Reading Aunties in all Year Group to develop reading comprehension 1:1 tutoring | £6,000 | +5 months | Existing |

| | | | |
|--|---------------|------------|--------------|
| Social and emotional learning/Behaviour intervention | £3,000 | + 4 months | Existing |
| Phonics Booster | £2,000 | +4 months | Existing |
| Uniform | £3,000 | - | NEW ACTIVITY |
| Art tuition for Most able pupils (Music, Art and MFL) | £3,000 | +2 months | Existing |
| Revision Guides for pupils in Year 2 and Year 6 | £1500 | - | NEW ACTIVITY |
| Educational Home Packs for Nursery and Reception | £2,500 | - | NEW ACTIVITY |