

# 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 (2017-2018) Montem Academy received £310,000 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 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**

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

<b>Art tuition for Most able pupils (Music, Art and MFL)</b>	<b>£3,000</b>	+2 months	Existing
<b>Revision Guides for pupils in Year 2 and Year 6</b>	<b>£1500</b>	-	NEW ACTIVITY
<b>Educational Home Packs for Nursery and Reception</b>	<b>£2,500</b>	-	NEW ACTIVITY

## Impact Data and Analysis for 2016-2017

In 2016-2017 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 235 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 attendance rates of our Disadvantage pupils is 95.6% which is in line with the whole school attendance of 95.5%.

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	84%	74%

Reception:

- The proportion of Disadvantage pupils achieving a Good Level of Development is above all pupils at Montem and is above.
- The proportion of disadvantage pupils achieving a GLD is above all other pupils and above the national average of 70%.

## Phonics

	Proportion achieving a GLD	
	Disadvantage	All other pupils
Year 1	86%	90%
Year 2	97%	92%

Year 1: The proportion of Disadvantage pupils passing the phonics screening test is in line with all other pupils and above the national of 81%

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	
	Disadvantage	All Other	Disadvantage	All Other	Disadvantage	All Other
Year 1	68%	79%	68%	77%	68%	79%
Year 3	88%	72%	79%	74%	91%	84%
Year 4	74%	80%	74%	76%	83%	89%
Year 5	76%	76%	69%	76%	82%	85%

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

	Proportion making expected progress					
	Reading		Writing		Maths	
	Disadvantage	All Other	Disadvantage	All Other	Disadvantage	All Other
Year 1	57%	73%	61%	70%	64%	71%
Year 3	97%	95%	100%	97%	100%	97%
Year 4	80%	82%	86%	86%	86%	87%
Year 5	82%	84%	78%	82%	80%	85%

Year 1: The proportion of Disadvantage pupils making expected progress is below all other children in all subject areas, with the widest gap in reading. The school has appointed a reading specialist in KS1 to use Reading Recovery strategies to support disadvantage pupils

Year 2,3,4,5,& 6: the progress of Disadvantage pupils making expected progress is in line with all other pupils in all subject areas.

## End of Key Stage 1

Year 2	Academy Result 2016-2017	
	Disadvantage Pupils	All other Pupils
<b>Reading</b>		
% Meeting the expected standard +	74%	64%
% exceeding the expected standard	29%	25%
<b>Writing</b>		
% Meeting the expected standard+	82%	67%
% exceeding the expected standard	18%	17%
<b>Maths</b>		
% Meeting the expected standard+	84%	67%
% exceeding the expected standard	18%	24%

	Proportion making expected progress					
	Reading		Writing		Maths	
	Disadvantage	All Other	Disadvantage	All Other	Disadvantage	All Other
Year 2	74%	73%	81%	70%	84%	71%

### 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

## End of Key Stage 2

Key Stage 2 Year 6 SATS	Academy Result 2016-2017	
	Disadvantage Pupils	All other Pupils
<b>Reading</b>		
% Meeting the expected standard	58%	51%
% exceeding the expected standard	11%	20%
<b>Writing</b>		
% Meeting the expected standard	91%	86%
% exceeding the expected standard	20%	29%
<b>Maths</b>		
% Meeting the expected standard	73%	83%
% exceeding the expected standard	13%	11%
<b>Grammar Punctuation Spelling</b>		
% Meeting the expected standard	71%	70%
% exceeding the expected standard	38%	40%

### Year 6:

- The proportion of Disadvantage pupils meeting the expected standard is broadly in line with all other pupils in all areas except maths where there is a 10% difference.
- The proportion of Disadvantage pupils meeting the expected standard in writing is above all pupils and significantly above the national average (76%).

The school will be ensuring that funding is used to enable more disadvantage pupils exceeding the expected standard Reading, Writing and Maths

**How we intend use the Pupil Premium in 2017-2018**

**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**

<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Sutton Trust Impact (educational research)</b>	<b>Is this a new or continued activity/</b>	<b>Desired Outcome</b>
<b>To employ Pupil Premium Teachers/HTLA for specific year groups – Year 1, Year 2, Year 3.</b>	<b>£70,000</b>	+4 months	Existing	To diminish the difference between disadvantage pupils and all other pupils  The attainment of Disadvantage pupils is at least in line with National Averages by the end of Key Stage 2
<b>SLT to provide small group teaching of literacy and numeracy in Year 6, Year 3/ 4 and Year 1, Reception</b>	<b>£50,000</b>	+3 months/+5 months early years intervention	Existing	To diminish the difference between disadvantage pupils and all other pupils especially with regards to the % of disadvantage pupils exceeding the expected standard.  The attainment of Disadvantage pupils is at least in line with National Averages by the end of each Key Stage  To accelerate the progress of disadvantage pupils who are not on track to reach age related expectation
<b>Early Years intervention Lead Pupil Premium TA</b>	<b>£20,000</b>	+ 5 months Based on extensive evidence		To diminish the difference between disadvantage pupils and all other pupils  The proportion of disadvantage pupils achieving a GLD is in line with all other pupils and in line with national averages
<b>Saturday School</b>	<b>£20,000</b>	+4 months Based on extensive evidence	Existing	To diminish the difference between disadvantage pupils and all other pupils especially with regards to the % of disadvantage pupils exceeding the expected standard.

				<p>The attainment of Disadvantage pupils is at least in line with National Averages by the end of Key Stage 2</p> <p>To accelerate the progress of disadvantage pupils who are not on track to reach age related expectation</p>
<b>Holiday Booster Sessions and resources</b>	<b>£5,000</b>	+2 months Based on extensive evidence	Existing	<p>To diminish the difference between disadvantage pupils and all other pupils</p> <p>The attainment of Disadvantage pupils is at least in line with National Averages by the end of Key Stage 2</p> <p>To accelerate the progress of disadvantage pupils who are not on track to reach age related expectation</p>
<b>Reading Recovery Teacher (One to Four)</b>	<b>£20,000</b>	+5 months Based on extensive evidence	Existing	<p>To increase the proportion of pupils reaching the expected standard in reading at the end of Key Stage 1</p> <p>To increase fluency and accuracy of reading</p> <p>To increase the proportion of disadvantage pupils reading age appropriate texts.</p> <p>To accelerate progress through the Oxford Reading Tree Scheme.</p>
<b>After School Tuition</b>	<b>£ 35,000</b>	+ 4months	Existing	<p>To diminish the difference between disadvantage pupils and all other pupils in basic skills- handwriting, spelling, arithmetic, phonics, grammar</p> <p>The attainment of Disadvantage pupils is at least in line with National Averages by the end of Key Stage 2</p> <p>To accelerate the progress of disadvantage pupils who are not on track to reach age related expectation</p>
<b>After School Clubs- Sports</b>	<b>£5,000</b>	+2 months Based on moderate evidence	Existing	Greater participation of disadvantage pupils leading to improved confidence and self-esteem
<b>School Trips including residential trips in Years 3/4 and 5/6</b>	<b>£5,000</b>	+4 months Based on moderate evidence	Existing	To provide first hand quality experiences which pupils are able to draw upon to support

				<p>their learning in the classroom</p> <p>To develop self-esteem and confidences</p>
<b>SLT evaluating intervention and analysing data.</b>	<b>£5,000</b>	-	Existing	To evaluate the impact of interventions and resources and to ensure that the funding is being spend effectively and with maximum impact.
<b>Inclusion assistant to track intervention groups and PPG spending</b>	<b>£11,000</b>	-	Existing	To evaluate the impact of interventions and resources and to ensure that the funding is being spend effectively and with maximum impact.
<b>Born to Movement</b>	<b>£5,000</b>	+2 months	Existing	<p>Greater participation of disadvantage pupils leading to improved confidence and self-esteem</p> <p>To increase the proportion of pupils reaching the age related expectation in physical education (ELG and National Curriculum)</p>
<b>Social and emotional learning/Behaviour intervention</b>	<b>£5,000</b>	+ 3 months Based on extensive evidence	New Provision	To provide specialist behaviour support for pupils so that they are able to develop skills of resilience and self-esteem to impact positively on their learning in class
<b>Phonics Booster and training A systematic phonics invention programme which is delivered daily. (One to One)</b>	<b>£18,000</b>	+4 months Based on extensive evidence	Existing	To continue to raise standards in phonics so that a greater proportion of disadvantage pupils pass the phonics screening test in year 1
<b>Uniform</b>	<b>£3,000</b>	-	Existing	To raise self- esteem and a greater sense of inclusion
<b>Revision Guides for pupils in Year 2 and Year 6</b>	<b>£2,000</b>	+2 months	Existing	<p>To diminish the difference between disadvantage pupils and all other pupils.</p> <p>The attainment of Disadvantage pupils is at least in line with National Averages by the end of each Key Stage</p> <p>To accelerate the progress of disadvantage pupils who are not on track to reach age related expectation</p>
<b>Educational Home Packs for Nursery and Reception</b>	<b>£2,500</b>	+ 2 months	Existing	To ensure that families have the resources to support their child at home.



				A greater proportion of disadvantage pupils achieve a GLD by the end of reception and reach appropriate milestones in nursery.
<b>Staff Training- Including Reading Comprehension strategies and Singapore Maths (intervention support)</b>	<b>£20,000</b>	+5 months	New Activity	<p>To diminish the difference between disadvantage pupils and all other pupils.</p> <p>The attainment of Disadvantage pupils is at least in line with National Averages by the end of each Key Stage</p> <p>To accelerate the progress of disadvantage pupils who are not on track to reach age related expectation</p> <p>The teaching of reading and maths is at last good and ensure accelerate progress for disadvantage pupils</p>
<b>Finding Futures</b>	<b>£6,000</b>		New Activity	<p>To raise aspirations, self-esteem, self-belief and confidence</p> <p>To ensure pupils have the strategies to be independent learners and to self-manage their learning</p>
<b>Learning Links</b>	<b>£3,000</b>		New Activity	<p>To enable parents to support their child at home.</p> <p>To ensure a higher percentage of disadvantage pupils reach at least the expected standard</p>

