

MOUNTS BAY ACADEMY

Review of Pupil Premium Funding Allocation 2017-18

Number of Pupils and Pupil Premium Grant Received 2017-18	Number of Pupils	Grant per pupil	Total Grant Received
LAC	10	£1,900	£19 650
Ever 6 FSM	210	£935	£196 350
Total number of Disadvantaged pupils	220	–	£222 000.00
Service Pupil Premium	20	£300	£6 000

KS4 Final Headline Figures 2018 (Yr. 11)

	Progress 8		
	NonPP	PP	Gap
MBA cohort 2018	0.11	-0.25	-0.36
National 2017	0.11	-0.40	-0.51
GAP	0.00	+0.15	

Gap to National non-disadvantaged (2017): **-0.36**

KS4 Headlines 2018

	Av. Attainment 8 score		
	NonPP	PP	Gap
MBA cohort 2018	51.2	35.4	-15.8
National 2017	49.8	37.0	-12.8
Gap	+1.4	-1.6	

% achieving EBacc 9-5		
Non PP	PP	Gap
21.4%	6.3%	-15.1%
25.6%	9.8%	-15.8%
-4.2%	-3.5%	

Attendance 2017-18

	Overall Absence		
	Non PP	PP	Gap
MBA 2017-18	95.28%	92.68%	-2.6%

Comment:

Although the attendance figure at Mounts Bay for PP students is higher than the national figure of 92.2% (FSM6 2017) we still have further work to address the within school absence gap. Leaders continue to monitor this closely, working with teams to reduce persistent absence through the attendance lead and pastoral teams.

REVIEW OF PUPIL PREMIUM STRATEGY 2017-18

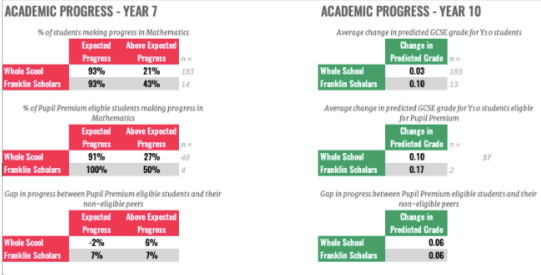
How the money was spent	Cost (£)	Intended Outcomes	Evidence of Impact <i>Did we achieve the intended outcomes?</i>	Lessons Learned <i>Will we continue with this approach?</i>
<p>Quality First Teaching: Development of breadth curriculum</p>	<p>£64,654</p>	<p>PP V NonPP gap in English and Maths reduced.</p> <p>Percentage of PP students opting for Humanities and EBACC subjects increases.</p> <p>PP Progress matches that of Non PP students of similar prior attainment</p> <p>PP students find a passion to develop an interest engaging them and then develop those learning habits to other subjects.</p> <p>Better understanding of barriers due to review of action research. Staff track, monitor and intervene upon the PP pupils related to their responsibilities.</p> <p>Action research (EEF/Teach like a champion/ Mastery Learning/) develops strategies/pedagogy and</p>	<p>In 2016 the P8 gap was -0.72 In 2017 the P8 gap was -0.51 In 2018 the P8 gap was -0.358</p> <p><i>The gap has therefore reduced year on year.</i></p> <p>2018 Maths: 9-4% Gap 29.8% This is slightly below the school average and and a larger gap than the 2017.</p> <p>English Lang 9-4% Gap 32.3%. This is above school average</p> <p>English Lit. 9-4% Gap 27.3% this is below school average.</p> <p>The overall gap for English has reduced from 2017 from 33%. Therefore, the gap is closing in English.</p> <p>In 2017, whole cohort P8 overall was -0.366 Gap Non v PP 0.78</p> <p>In 2018 it is 0.358 therefore the gap reduced between PP and Non PP</p>	<p>We will develop the T and L strategy further through strategic leadership and focus on progress to further reduce the PP gap.</p> <p>Ensuring barriers are recognised early on and working collaboratively with all members of the MBA team to reduce or remove them.</p> <p>Focus needs to be on KS4 students, and deciding what strategies are enabling the in school gap to disappear and making sure that good practice is evident in KS4 lessons. Teach meets to share best practice for PP students.</p> <p>Faculties to take more responsibility for PP students and ensure regular monitoring of all year groups and early identification of needs is addressed, monitored and delivered. Early communication with SLT team to ensure support is available using the PRF.</p>

		<p>practice across the curriculum to support PP and non PP pupils.</p> <p>Revision materials/apps. and resources purchased for GCSE PP Students</p> <p>New staff induction has PP training built in.</p>	<p>Through pastoral mentoring strategies and targeted interventions across all subjects using regular data analysis, subject teachers identified barriers to learning and focused their interventions to make further progress. Expertise also through deployment of HLTA. 2 expert teachers in Maths provide further interventions.</p> <p>Teach meets/ Faculty planning/raising the profile of PP needs. Ensuring that pastoral needs are identified which in turn support the academic needs.</p> <p>Students in need of additional financial support to purchase revision materials</p> <p>Staff receive guidance and advice on PP strategies. SCITT students have targeted support sessions as part of teacher training.</p>	<p>Further work to support students using materials and engaging with PiXL programs, Firefly and revision guides. Intervention more quickly with IPAD issues.</p> <p>Early identification of need for revision books.</p>
<p>Parental Engagement monitoring</p>	<p>£1499</p>	<p>To increase parental engagement through more robust home school communication.</p> <p>To increase attendance to parents evenings and SLC day.</p>	<p>Online Parents Evening system used to track non-attendance at both parents evenings and SLC days and for Years 9-11. Non-attenders and under attainers routinely followed up by tutors to ensure parental engagement. PP students are a priority and identified on tracking forms.</p> <p>Targeted texts, emails and more consistent regularity of 'phone calls home and</p>	<p>Early communication via text, email and letter where required for PP parents that engage less well with their children in school. Minibus provision for targeted families.</p>

			reminders improved attendance and parental engagement via SE (admin support) and the booking system.	
<p>Students Support: Development of iCollege R/T and Compass and support for those at risk of poor attendance or exclusion.</p>	<p>£70,539</p>	<p>To provide emotional and well being support so that all students are ready to learn and are emotionally able.</p> <p>Relationships are strengthened via the Family support officer and an additional TA/LSM</p> <p>Increase progress and attainment, through improved attendance and student wellbeing.</p> <p>Student voice showing a positive culture within the Academy for PP students.</p>	<p>Whilst there have been some complex cases, no PP students were permanently excluded.</p> <p>All PP Year 11 students received specific support and mentoring via SLT. 38.3 % of PP students achieved a positive P8 score compared to 55.7% of Non PP students.</p> <p>All students had access to Compass either through 'drop in' or through planned sessions as well as access to the family support officer if required. Additional more specialist programmes of support sourced by SR and LSM's provided including home visits when deemed necessary.</p> <p>Second hand uniform available (£500)</p> <p>Feedback said that the mentoring system helped with staying on track and it enabled students to have someone to talk to.</p>	<p>Care, guidance and support process in place, with compass interventions have had many successes, absence remains high for a minority of PP students.</p> <p>PSHE programmes through CLEAR support Yr. 11 earlier on in the academic year. See full report for detail via SR.</p> <p>Students voice survey at the start of Yr. 11 to be completed and data collected via GRIT survey.</p>

<p>Attendance: Rewards and attendance monitoring</p>	<p>£5827</p>	<p>To analyse patterns of absence and punctuality bridging the gap between home and school, improving attendance to above 95%</p> <p>To monitor and take action when PP students attendance falls below what is expected of 95% +</p>	<p>2017 PP attendance 91.3% 2017 Whole attendance:94.4% 2018 PP attendance: 92.7% 2018 NonPP attendance:95.3% The gap is therefore 2.6%</p> <p>Attendance officer closely monitoring and actively engaging parents. Contact home throughout day. PP attendance has marginally improved this year.</p>	<p>Monitoring by pastoral team to continue and early interventions to continue these include proactive approaches by tutors and teaching staff.</p> <p>SLC day attendance monitoring to continue with earlier, clearer and timely communication with home via a range of methods.</p>
<p>Leadership</p>	<p>£20184</p>	<p>PP strategy lead</p>	<p>In 2016 the P8 gap was -0.72 In 2017 the P8 gap was -0.51 In 2018 the P8 gap was -0.358</p> <p><i>The gap has therefore reduced year on year.</i></p>	<p>Continue with focused initiatives .</p>
<p>Numeracy Interventions to include STAR Maths and Hegarty Maths</p>	<p>£1907</p>	<p>Benchmarking to National standards enabling accuracy of subsequent and further intervention and increased participation, enabling students to access the curriculum in all subjects and make good progress.</p>	<p>Pupils feel compelled and empowered to problem solve using maths skills through the Hegarty programme. Independent learning is more evident through task setting via teacher personalising the curriculum more.</p>	<p>STAR Maths and Hegarty/Pixl Maths to be monitored more closely to measure impact and identify those who are in need of more focused support. This should be offered via in class support and after school support for all years.</p> <p>Numeracy lead to have a very specific targeted and measurable approach to evidence how the catch up premium is used to support the progress and attainment of PP students.</p>

<p>One to one Maths Tuition</p>	<p>£6,000</p>	<p>Improved progress</p>	<p>Students who received one to one support via interventions achieved 0.87 grade progress. Those who did not receive intervention achieved 0.52 grade progress. Therefore, the intervention has proved effective.</p>	
<p>Literacy Interventions</p>	<p>£17,817</p>	<p>STAR reading tests for all years are consistently embedded and reading levels increase.</p> <p>One to one literacy support within Faculty.</p> <p>LEXIA interventions improve literacy.</p> <p>Oracy increase confidence, reading age and language skills.</p> <p>Pupils access and read outside school. Pupils feel compelled to read for pleasure. Pupils reading skills are improved through the focus on guided reading and accelerated reader programme in tutor time. (LM /DW)</p>	<p>78.7% pass rate for all PP students.</p> <p>Lexia and oracy interventions demonstrated positive impact in self-confidence through feedback through student voice surveys (JD).</p> <p>Impact of reading for pleasure: Library used regularly.</p>	<p>STAR reader and ACC. Reader to be monitored more closely by Literacy lead to ensure a more targeted approach and that early interventions are made in class and after school with the most appropriate facilitator. Data FB is more regular and used to target individuals.</p> <p>Literacy lead to have a very specific targeted and measurable approach to how the catch up premium is used to support the progress and attainment of PP students.</p>

		<p>Franklin Scholars programme.</p> <p>Catch up premium monitoring</p>	<p>Data evidencing impact Franklin Scholar programme: 98% of students said that the programme supported their learning. (DY and KF)</p> <p>Catch up Premium Impact programme and report:</p>  <p>ACADEMIC PROGRESS - YEAR 7</p> <p>% of students making progress in Mathematics</p> <table border="1"> <thead> <tr> <th></th> <th>Expected Progress</th> <th>Above Expected Progress</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>82%</td> <td>21%</td> </tr> <tr> <td>Franklin Scholars</td> <td>89%</td> <td>49%</td> </tr> </tbody> </table> <p>% of Pupil Premium eligible students making progress in Mathematics</p> <table border="1"> <thead> <tr> <th></th> <th>Expected Progress</th> <th>Above Expected Progress</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>91%</td> <td>27%</td> </tr> <tr> <td>Franklin Scholars</td> <td>100%</td> <td>50%</td> </tr> </tbody> </table> <p>Gap in progress between Pupil Premium eligible students and their non-eligible peers</p> <table border="1"> <thead> <tr> <th></th> <th>Expected Progress</th> <th>Above Expected Progress</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td><2%</td> <td>6%</td> </tr> <tr> <td>Franklin Scholars</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table> <p>ACADEMIC PROGRESS - YEAR 10</p> <p>Average change in predicted GCSE grade for Y10 students</p> <table border="1"> <thead> <tr> <th></th> <th>Change in Predicted Grade</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>0.03</td> </tr> <tr> <td>Franklin Scholars</td> <td>0.10</td> </tr> </tbody> </table> <p>Average change in predicted GCSE grade for Y10 students eligible for Pupil Premium</p> <table border="1"> <thead> <tr> <th></th> <th>Change in Predicted Grade</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>0.10</td> </tr> <tr> <td>Franklin Scholars</td> <td>0.17</td> </tr> </tbody> </table> <p>Gap in progress between Pupil Premium eligible students and their non-eligible peers</p> <table border="1"> <thead> <tr> <th></th> <th>Change in Predicted Grade</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>0.06</td> </tr> <tr> <td>Franklin Scholars</td> <td>0.06</td> </tr> </tbody> </table>		Expected Progress	Above Expected Progress	Whole School	82%	21%	Franklin Scholars	89%	49%		Expected Progress	Above Expected Progress	Whole School	91%	27%	Franklin Scholars	100%	50%		Expected Progress	Above Expected Progress	Whole School	<2%	6%	Franklin Scholars	7%	7%		Change in Predicted Grade	Whole School	0.03	Franklin Scholars	0.10		Change in Predicted Grade	Whole School	0.10	Franklin Scholars	0.17		Change in Predicted Grade	Whole School	0.06	Franklin Scholars	0.06	
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<p>Tassomai Engagement in Science</p>	<p>£3900</p>	<p>Small group support via specialist teacher increases engagement.</p>	<p>IPADS facilitate regular use of Tassomai engagement increasing to 86% regular usage.</p> <p>PP students achieved on average 22% progress with some achieving significantly higher (up to 57%).</p> <p>30% of PP students were in the top 50% of Tassomai performers by progress.</p>	<p>Baseline assessments more regularly throughout the year based on engagement and staff to analyse how motivational the programme is. Rewards to remain in place.</p>																																													
<p>Library Co-ordinator</p>	<p>£8,103</p>	<p>Love of reading by PP students and they access the library/books 3 times per week.</p>	<p>Word Millionaire and guest speakers to encourage love of reading. Library space in regular use at lunchtime and after school 5 nights per week.</p>	<p>Library coordinator to encourage love of reading and to extend the STAR reader to yr 9,10 and 11</p>																																													

<p>Arts Award teacher</p>	<p>£6,404</p>	<p>Participation in Arts Award qualification, broadening cultural capital.</p>	<p>PP students targeted for participation.</p>	<p>Arts award teacher to make exhibition of work and expand on the range of Arts practice. Promote award to PP students and encourage wider participation.</p>
<p>Music Tuition</p>	<p>£2042</p>	<p>Increase by 50% in students who wish to benefit from instrumental lessons who would otherwise financially be excluded. Increased improvement at KS3</p>	<p>Increase in uptake of Music Tech, as a result of interest and raising the profile of Music. PP students achieved a qualification in Music when otherwise they would not. Personalised curriculum enabled those students to succeed. Greater interest in Music throughout school resulting in additional teaching needs at KS4. Request from PP students to have instrumental lessons. Dept. seeking external funding to support interest.</p>	<p>Music Tech option numbers are buoyant and engagement is outstanding. Music centre is a creative hub where students can continue with extra-curricular music.</p>
<p>Aspirations, Careers and Destinations (25%)</p>	<p>£7,757</p>	<p>Scholarly excellence is embedded in HPI programme and high aspirations are communicated through careers advice and guidance.</p>	<p>All students attended careers fair and received expert advice from prospective employers and colleges. Project week focus on careers and aspiration across the age range. Students more focused on college applications as a result and making more informed career and exam choices post careers interview at MBA (LM)</p>	<p>Communication to students that a broad and balanced set of qualifications is required to enable choice.</p>

Breakfast, Lunch and after school cafes.	£1000	Provision of study cafes to support healthy minds and body are accessed by all at least 3 times per week. Improved behaviour and punctuality.	PP students access free breakfast club and attendance for key students in Yr. 11 enable them to be lesson and exam ready.	Identify early those students who would benefit from free breakfast via the FLO (SR) and Year heads. Identification in Autumn Semester.
Scholars programme	£1000	MBA and IOS work collaboratively and realise aspirations. Significant interest in Challenge tasks.	Exchange with IOS where students participated in SPORTS day. Students attended the PHD University programme (SJ) and Scholars programme.	IOS partnership continues and opportunities sought to enable different PP students to access opportunities. Collation of opportunities needed to ensure fair access and spread of funding.
Educational trips and Visits	£5862	Whole Academy trip offer and plan to identify those that would benefit with an interest in MFL but restricted financially.	All PP and LAC students are able to access a range of cultural experiences. All PP students able to access curriculum focused trips locally and nationally.	Have a set fund to enable parents to request funding for curriculum based trips.
Engagement in after school clubs to include minibus service.	£8850	Increase in engagement commitment and interest in extracurricular clubs (MIXX) teams and sports to 5 nights a week on a regular basis.	65.3% of students at MBA attended a MIXX club 59.39% of PP students attended a MIXX club. All after school minibuses at capacity particularly after upgrades and masterclasses.	Closer and more rapid identification of non-attendance and monitor reasons why accessing the opportunities may be an issue. Check transport home, young carers etc.