



Mounts Bay Academy

Pupil Premium Strategy 2018-19

Pupil Premium Funding Allocation 2018-19

The Pupil Premium was introduced in April 2011. It is additional to the main school funding that is given to schools by the Government to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In 2012-2013 the Pupil Premium was extended to pupils who have been eligible for free school meals at any point in the last six years (Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

PPG provides funding for the aims below:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Mounts Bay Academy we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all students to make at least good progress.

How is the impact monitored?

The monitoring and evaluation of the progress of all children is robust and is conducted in the following ways:

- Through regular pupil progress meetings where any child who is not on track or who is in danger of being left behind is identified.
- Weekly attendance data is scrutinised to identify if any pupil is at risk of falling in to persistent absence (CK)
- Assessment points which enable the academic progress of children throughout the school to be identified.

In the approaches above, pupils eligible for pupil premium funding are monitored and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium with those children who are not. This provides statistical outcomes from which areas of strength and further development of children eligible for Pupil Premium can be identified.

This document is reviewed on a termly basis.

Term one review date	December 20th 2018
Term two review date	March 23rd 2019
Term three review date	July 13th 2019
NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2018-2019: £190,740.00	
Total number of pupils: 968	
Total number of pupils in receipt of Pupil Premium Grant: 204	

PUPIL PREMIUM grant spending allocation

				EEF SUTTON TRUST (Toolkit) COST vs IMPACT		
STRATEGY barriers to learning	MONITORING	Intended OUTCOMES AND IMPACT	Expenditure (£)	COST (££££)	Evidence Impact	IMPACT (MONTHS)
1. Improve attendance of PPG students to at or above national averages.	Daily monitoring from attendance officer (JD), daily/weekly by tutors and Year Heads and the FSO (SR) and CK (lead)	Reduction each semester of persistent absence for PPG students. Clarity to parents and community of MBA expectations on attendance, therefore creating positive relationships and support mechanism from outside the Academy.	£42 222	Behaviour Strategies Parental Engagement		
	Attendance managers monitoring, with daily/weekly meeting with attendance lead.	Identify at risk groups for attendance and early action plans in place to avoid low attendance.		£££	§§§	+3
	Weekly update from JD to SLT.	Raised profile of attendance mattering at MBA		£££	§§§	+3
	External via Educational Welfare Service Level Agreement	Greater attendance of PA children in school and PA reducing, evidenced by Semester on Semester/year on year, and year to date comparisons.				
	Weekly SLT standing agenda item					
	Fortnightly challenge conversations between Principal and Attendance Leads					

<p>2a. Academic focus. To ensure that in each year group, the PPG students are on track to make or exceed minimum age related expectations / expected progress in Quadmesterly assessments.</p>	<p>Weekly learning walks and book looks scrutiny through TLA team/ Heads of Faculty and/or subject.</p> <p>Week 3, week 6 and week 9 monitoring of progress and feedback.</p> <p>Quadmesterley data analysis of assessments.</p>	<p>Set challenging expectations for all pupils at the start of the academic year.</p> <p>The Academy's progress 8 score for PPG will become positive in 2019 and PP gap reduced.</p>	<p>£32 372</p>	<p>Quality First Teaching</p>		
				<p>£</p>	<p>§§§</p>	<p>+8</p>
<p>2b. To ensure, through lesson observations, that teaching staff and support staff evidence the pedagogical skills to support students who are disadvantaged by engaging with 'TIER 3' vocabulary.</p>	<p>Learning walks and book looks through heads of subject through teaching and learning team.</p> <p>Monitoring of progress and feedback.</p> <p>Quadmesterley data analysis of assessments.</p>	<p>Data and high quality feedback/ feedforward is used in all lessons and via marking to support all students to achieve High Performance Learning (HPL)</p> <p>CPD identified and given to all staff to ensure lessons are at least good.</p> <p>Gap between PPG and all of year 9, 10 and 11 close more than any other year groups, with improvement evidenced every semester.</p>	<p>£32 372</p>	<p>Meta Cognition Individualised Instruction</p>		
				<p>£</p>	<p>§§§</p>	<p>+8</p>
<p>3. To focus on the development of literacy and vocabulary for PPG students and to focus on the development, attainment and progress of Literacy for all PPG students.</p>	<p>PiXL Accelerated Reader Tassomai</p> <p>Week 3, Week 6 and Week 9 monitoring of progress and feedback through TLA teams/ Heads of Faculty and/or subject.</p>	<p>Increase in breadth and depth of vocabulary, which will be evidenced through books and assessments.</p> <p>Reading speed and accuracy for PPG students increases allowing more access to revision resources and accessing higher grade exam resources.</p> <p>Staff have a better understanding of how accessing vocabulary can impact learning and outcomes in their subject area.</p>	<p>£29 820</p>	<p>Phonic Reading Comprehension Strategies Small Group Tuition Digital Technologies</p>		
				<p>£ £££</p>	<p>§§§§ §§§§</p>	<p>+6 +4</p>

<p>4. To focus on the development and attainment and progress of numeracy for all PPG students.</p>	<p>PIXL Hegarty Maths</p> <p>Week 3, Week 6 and Week 9 monitoring of progress and feedback through Head of Faculty.</p>	<p>Improved engagement and attainment at KS3 and KS4.</p> <p>Mathematical vocabulary embedded.</p> <p>All years have specialist teacher and early intervention is in place for all year groups.</p> <p>Access to a wide school curriculum supports pupils being able to transfer functional mathematical skills.</p> <p>Pupils feel compelled and empowered to problem solve using maths skills.</p> <p>Pupils have the resilience, grit and determination to not give up on challenging mathematical problems, seeking creative solutions.</p>	<p>£7 907</p>	<p>Mastery learning Feedback Meta Cognition and Self regulation Collaborative learning Peer tutoring Social and emotional learning</p>		
				<p>£</p> <p>£</p>	<p>§§§</p> <p>§§§§</p>	<p>+5</p> <p>+7</p>

5. Pastoral Continued Development of COMPASS to ensure all PPG students are safe and cared for and are mentally and physically fit.	Breakfast club FSO (SR) Access to social care, guidance and support.	Breakfast club mentor. Students supported prior to lesson commencement in readiness for learning. Compass development to maintain personalised support for drop in clinics as well as for planned one to one support.	£79 296	Social and emotional learning. Behaviour interventions		
				£££	§§§§	+4

Total allocated spend (September 2018/2019): £190,740

Full allocation has not been made at the start of the academic year and is allocated in arrears to take account for any changes in the requirements of the students throughout the year. Spend and impact is monitored on a termly basis.

* Evidence Strength taken from Research by the Sutton Trust and EEF – the higher the score the greater the evidence strength around the impact of the particular intervention.