

Pupil premium strategy statement – Mounts Bay Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	987
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	20/11/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	Simeon Royle
Pupil premium lead	Karyn Frayne
Governor / Trustee lead	Cathryn Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 239,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 239,400

Part A: Pupil premium strategy plan

Statement of intent

*At Mounts Bay Academy, we are committed to ensuring that every student, regardless of their background or circumstances, can achieve their full potential. Our Pupil Premium Strategy is rooted in our core values of **Equity, Evolution, and Excellence**, and aims to provide targeted support to our disadvantaged students, enabling them to thrive academically, socially, and emotionally.*

Equity and Inclusion

We believe that equity is essential for fostering an inclusive learning environment. Our approach to using Pupil Premium funding is designed to identify and address the specific barriers faced by our disadvantaged students. By providing tailored support and resources, we aim to level the playing field, ensuring that all students have access to the same opportunities for success.

High Expectations for All

We maintain high expectations for every student at Mounts Bay Academy. Our Pupil Premium Strategy reflects our belief that every child can succeed, and we are dedicated to creating a culture of aspiration and achievement. We will set ambitious targets for our disadvantaged students and provide the necessary support to help them meet and exceed these expectations.

Targeted Support and Intervention

Our strategy will focus on three key areas: developing high-quality teaching, providing targeted academic support, and tackling non-academic barriers to success. We will invest in professional development for our staff to enhance teaching practises and ensure that all students receive high-quality instruction. Additionally, we will implement targeted interventions that address the specific needs of our disadvantaged students, including academic tutoring, mentoring, and social-emotional support.

Monitoring and Evaluation

We are committed to continuously monitoring and evaluating the impact of our Pupil Premium Strategy. By using data-driven approaches, we will assess the effectiveness of our interventions and make necessary adjustments to ensure that we are meeting the needs of our students. We will engage with parents, staff, and external partners to gather feedback and insights, ensuring that our strategy remains responsive and effective.

Conclusion

Through our Pupil Premium Strategy, we aim to create an environment where all students feel valued, supported, and empowered to achieve their best. By prioritising equity and maintaining high expectations, we will work tirelessly to close the

achievement gap and enable our disadvantaged students to flourish at Mounts Bay Academy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some disadvantaged pupils have limited or no access to books at home.
2	Some disadvantaged pupils have less background vocabulary knowledge than their non disadvantaged peers.
3	In some lessons, there is lower engagement and participation in lessons from disadvantaged pupils compared to their non disadvantaged peers.
4	Some disadvantaged pupils are not completing homework as often as their non-disadvantaged peers.
5	Attendance of disadvantaged pupils as a group is lower than that of their non disadvantaged peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase the number of disadvantaged pupils who read for pleasure and to decrease the gap in reading ages.	Implement a whole school reading programme with student survey results indicating an increase in reading for pleasure. NGRT test data will show a narrowing of the gap.
To improve the quality of teaching for the benefit of all pupils, especially those from disadvantaged backgrounds.	Lesson drop in data shows an improvement in the quality of teaching over time. Disadvantaged pupils are observed in lessons to be participating and producing high quality work, completing their homework on time.
To improve the attendance of disadvantaged pupils.	Over time, the gap between the attendance of disadvantaged pupils and non-disadvantaged pupils will decrease.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 145,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff enrolled in EEF Embedding formative assessment programme to increase the quality of formative assessment in lessons.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2017). <i>Formative Assessment</i>. • OFSTED. (2021). <i>Research Review Series: Science</i>. • OFSTED. (2021). <i>Research Review Series: English</i>. 	3
Regular coaching for all teaching staff, to improve the quality of teaching and learning.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2021). <i>Effective Professional Development</i>. • Gordon, E. W., et al. (2018). <i>The Impact of Coaching on Teacher Practice and Student Achievement</i>. • Knight, J. (2018). <i>Instructional Coaching: A Partnership Approach to Improving Instruction</i>. • Kraft, M. A., Blazar, D., & Hogan, D. (2018). <i>The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence</i>. 	3
Staff CPD on reading and literacy strategies to improve literacy provision.	<ul style="list-style-type: none"> • Ofsted. (2021). <i>Research Review Series: English</i>. • Hattie, J. (2009). <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>. • Graham, S., & Perin, D. (2007). <i>A Meta-Analysis of the Effectiveness of Writing Instruction for Students in Grades 1-12</i>. 	2

	<ul style="list-style-type: none"> • Torgesen, J. K., et al. (2006). <i>Academic Literacy Instruction for Adolescents: A Guidance Document from the Centre on Instruction</i>. • National Reading Panel. (2000). <i>Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i>. 	
Staff CPD on high expectations. Regular quality assurance lesson observations by senior and middle leaders with a focus on high expectations for all students.	<ul style="list-style-type: none"> • Muijs, D. (2015). <i>The Benefits of Collaboration for School Improvement</i>. • OFSTED. (2021). <i>Research Review Series: English</i>. • Strand, S. (2016). <i>The Impact of School Leadership on Pupil Outcomes</i>. 	3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions for pupils flagged by NGRT tests (phonics and/or comprehension) to improve literacy and reading skills for students with the lowest standardised reading scores.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2021). <i>Improving Literacy in Key Stage 1 and Key Stage 2</i>. • Torgesen, J. K., et al. (2006). <i>Academic Literacy Instruction for Adolescents: A Guidance Document from the Centre on Instruction</i>. • Rosenshine, B. (2012). <i>Principles of Instruction: Research-Based Strategies That All Teachers Should Know</i>. • Higgins, S., et al. (2017). <i>The Impact of Interventions on Literacy Outcomes</i>. • Institute of Education Sciences (IES). (2016). <i>What Works</i> 	1, 2

	<p><i>Clearinghouse: Literacy Interventions.</i></p> <ul style="list-style-type: none"> • Reading Recovery Council of North America. (2020). <i>Reading Recovery: A Summary of the Evidence.</i> 	
Lesson 0 for Year 11 – additional sessions in English, Maths and Science delivered by subject specialists.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2021). <i>Special Educational Needs in Mainstream Schools.</i> • Institute of Education Sciences (IES). (2016). <i>What Works Clearinghouse: Small Group Interventions.</i> • Education Policy Institute (EPI). (2019). <i>Closing the Gap: Trends in Educational Attainment.</i> 	3, 4
Lesson 5 for Year 11, offered in all subjects, with free transport provided.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2021). <i>Special Educational Needs in Mainstream Schools.</i> • Institute of Education Sciences (IES). (2016). <i>What Works Clearinghouse: Small Group Interventions.</i> • Education Policy Institute (EPI). (2019). <i>Closing the Gap: Trends in Educational Attainment.</i> 	3, 4
Homework club, with free transport provided, to support students who need help with their homework.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2022). <i>Teaching and Learning Toolkit: Homework.</i> • Cooper, H., et al. (2006). <i>The Effects of Homework on Student Achievement.</i> • Trautwein, U., & Köller, O. (2003). <i>The Relationship Between Homework and Achievement: A Meta-Analysis.</i> • Paschal, R. A., et al. (2007). <i>The Effects of Homework on Student Achievement.</i> 	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor time reading programme – reading aloud to improve reading fluency and vocabulary.	<ul style="list-style-type: none"> • OFSTED. (2024). <i>Research Review Series: English</i>. • Department for Education (DfE). (2023). <i>The Reading Framework</i>. • Beck, I. L., McKeown, M. G., & Kucan, L. (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. • Institute of Education Sciences (IES). (2016). <i>What Works Clearinghouse: Reading Aloud Strategies</i>. 	1, 2
Attendance officer appointment and daily workflow to identify opportunities for early intervention to improve attendance.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2022). <i>Attendance and Attainment</i>. • Department for Education (DfE). (2021). <i>Improving Attendance: A Guide for Schools</i>. • Institute of Education Sciences (IES). (2016). <i>What Works Clearinghouse: Attendance and Student Achievement</i>. 	5
Targeted phone calls to PP families to engage and support with school attendance.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2022). <i>Attendance and Attainment</i>. • Department for Education (DfE). (2021). <i>Improving Attendance: A Guide for Schools</i>. • Institute of Education Sciences (IES). (2016). <i>What Works Clearinghouse: Attendance and Student Achievement</i>. 	5
Breakfast club, to support students to be ready to learn.	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF). (2022). <i>Breakfast Clubs: Improving Educational Outcomes</i>. • Department for Education (DfE). (2021). <i>The Role of Breakfast Clubs in Supporting Student Outcomes</i>. • Institute for Social and Economic Research (ISER). (2019). <i>The Impact of Breakfast Clubs on Academic Performance: A Systematic Review</i>. • University of Leeds. (2018). <i>The Effects of Breakfast Clubs on Student Behaviour and Engagement</i>. 	3, 5
Subsidising trips and Adventure learning	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning 	

Total budgeted cost: £239,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Strategy for 2021-24

Intended outcome	Success criteria
Reduced gap between attainment and progress of PP and non-PP students	Significantly reduced P8 and A8 gap between PP and non-PP
Equal proportions of PP and non-PP moving into HE courses when appropriate	Use student alumni data to identify whether an increased number of PP students have moved onto HE courses if appropriate
Equity of experience for PP students	Use internal data to ensure that an increasing proportion of PP students are accessing school clubs and trips (especially those which require finance)

	<i>2024</i>	<i>2023</i>	<i>2022</i>
<i>A8 Gap</i>	<i>10.22</i>	<i>6.86</i>	<i>0.85</i>
<i>P8 Gap</i>	<i>0.41</i>	<i>0.62</i>	<i>0.42</i>

There has been a modest narrowing of the Progress 8 gap between 2023 and 2024. The Attainment 8 gap has got wider, which is reflective of the overall trend in school outcomes.

In 2023 93% of our disadvantaged pupils were in education or employed for at least 2 terms after leaving KS4. This is below the national average of 96%.

In 2023-24 the percentage of disadvantaged pupils accessing after school clubs regularly was 26%.

The 2021-24 strategy has been reviewed and new challenges identified based on an increasing proportion of disadvantaged students joining us at key stage 3. The strategy has been aligned with current school improvement priorities to focus more sharply on removing barriers which will have a direct impact on improving outcomes for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils