

# 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.**

**During the academic year 2017-2018 Montem Academy received £310,000 in Pupil Premium. We looked at projects that we found to have previously had impact on pupil outcomes and also introduced a number of new initiatives.**

**During the academic year 2018-2019, Montem Academy will receive £267,000 in Pupil Premium Funding.**

# 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/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

## **Impact Data and Analysis for 2017-2018**

In 2017-2018 the school received £310,000 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. The 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. The progress of Disadvantaged pupils is at least 'good'.

Where there is strong progress this is a result of targeted intervention groups, Pupil Premium teachers, and extra tuition classes across all year groups, Saturday school for 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.

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 positive, demonstrating good value for money with the following results:


## Early Years

	Proportion achieving a GLD	
	Disadvantage	All other pupils
Reception	90%	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 Passing the Phonics Screening Check	
	Disadvantage	All other pupils
Year 1	86%	89%
Year 2	94%	97%

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	86	66	86	66	86	66
Year 3	68	64	73	71	83	72
Year 4	75	70	86	75	89	78
Year 5	69	76	66	78	74	87


Year 1: The proportion of Disadvantage pupils meeting the expected standard was higher than all other pupils in all subject areas

Year 3: The proportion of Disadvantage pupils meeting the expected standard was in line with all other pupils, although significantly higher in maths.

Year 4: The proportion of Disadvantage pupils meeting the expected standard was above all other pupils in all subject areas

Year 5: The proportion of Disadvantage pupils meeting the expected standard was below all other pupils in in all subject areas.


Disadvantage pupils in year 5 will be closely monitored and additional support put in place in year six.


	Proportion making expected progress					
	Reading		Writing		Maths	
	Disadvantage	All Other	Disadvantage	All Other	Disadvantage	All Other
Year 1	100	86	100	86	91	91
Year 3	97	97	92	94	97	98
Year 4	94	86	97	97	91	96
Year 5	89	91	97	95	89	98

The proportion of disadvantage pupils making expected progress is similar to or more than all other pupils in all year groups.

## End of Key Stage 1

### Year 2

	Academy Result 2016-2017	
	Disadvantage Pupils	All Pupils
<b>Reading</b>		
% Meeting the expected standard +	64%	72%
% exceeding the expected standard	27%	30%
<b>Writing</b>		
% Meeting the expected standard+	61%	77%
% exceeding the expected standard	18%	30%
<b>Maths</b>		
% Meeting the expected standard+	67%	74%
% exceeding the expected standard	27%	31%


	Proportion making expected progress					
	Reading		Writing		Maths	
	Disadvantage	All Other	Disadvantage	All Other	Disadvantage	All Other
<b>Year 2</b>	86%	81%	83%	90%	80%	90%

### Year 2:

- The proportion of Disadvantage pupils meeting the expected standard is below in all areas.
- The proportion of Disadvantage pupils exceeding the expected standard is in line with all other except in writing
- The progress of disadvantage pupils is below all other pupils in writing and maths

## End of Key Stage 2

### Year 6

	Academy Result 2016-2017	
	Disadvantage Pupils	All other Pupils
<b>Reading</b>		
% Meeting the expected standard	71%	58%
% exceeding the expected standard	16%	19%
<b>Writing</b>		
% Meeting the expected standard	89%	91%
% exceeding the expected standard	29%	32%
<b>Maths</b>		
% Meeting the expected standard	87%	85%
% exceeding the expected standard	22%	30%
<b>Grammar Punctuation Spelling</b>		
% Meeting the expected standard	87%	85%
% exceeding the expected standard	53%	43%

### 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 2018-2019

<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 for Years 1, 2, 6</b>	<b>£100,000</b>	+4 months	Existing
<b>SLT to provide small group teaching of literacy and numeracy in Year 6, Year 3, Year 4, Year 5 and Year 1 (50% timetabled teaching)</b>	<b>£75,000</b>	+3 months/+5 months early years intervention	Existing
<b>Basic Skills Interventions Years 1-6</b>	<b>£25,000</b>	+ 5 months Based on extensive evidence	New Activity
<b>Basic skills HLTA</b>	<b>£30,000</b>	+ 5 months Based on extensive evidence	Existing
<b>Saturday School</b>	<b>£5,000</b>	+4 months Based on extensive evidence	Existing
<b>Holiday Booster Sessions and resources</b>	<b>£1,000</b>	+2 months Based on extensive evidence	Existing
<b>After School Tuition</b>	<b>£ 10,000</b>	+ 4months	Existing
<b>School Trips including residential trips in Years 3/4 and 5/6</b>	<b>£3,000</b>	+4 months Based on moderate evidence	Existing
<b>SLT evaluating intervention and analysing data.</b>	<b>£2,000</b>	-	Existing
<b>Born to Movement</b>	<b>£3,000</b>	+2 months	Existing
<b>Social and emotional learning/Behaviour intervention- including enrichment activities</b>	<b>£5,000</b>	+ 3 months Based on extensive evidence	Existing
<b>Uniform</b>	<b>£3,000</b>	-	Existing
<b>Educational Home Packs for Nursery and Reception</b>	<b>£2,500</b>	+ 2 months	Existing
<b>Extra-curricular activities/experiences lead by the learning mentor</b>	<b>£2,000</b>	+2 months	New Activity
<b>Music and Art enrichment</b>	<b>£1,500</b>	+2 months	New Activity