

Pupil Premium Strategy: Montgomery Road Campus

Montgomery Road Pupil premium Strategy- July 2019 update

Pupil premium is additional funding Montgomery Road receives to support students that are economically disadvantaged. Montgomery uses the money to allow these students to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At Montgomery Road, we track student progress alongside their behaviour and attendance as they impact upon one another.

We currently have 8 eligible students for pupil premium funding of which 3 are CIC and 5 have EHCPs. This equates to a fund of £13445.

1. Summary					
School	Montgomery Road	Number of pupils eligible for PP in total	8	Review planning for expenditure	November 2018
Academic Year	2018-19	CIC eligible for PP	3		February 2019
Total roll	10	Total PP funding	£13445		May 2019

*Funding can change termly due to individual circumstances and changes in the cohort

2a. Current Progress											
October Baseline	PPG	Whole cohort	Gap	Jan 19	PPG	Whole cohort	Gap	June 19	PPG	Whole cohort	Gap
English				English				English			
Year 10	100%	100%	0%	Year 10	100%	100%	0%	Year 10	100%	100%	0%
Year 11	100%	75%	+25%	Year 11	100%	75%	+25%	Year 11	100%	75%	+25%
Maths				Maths				Maths			
Year 10	100%	100%	0%	Year 10	100%	100%	0%	Year 10	100%	100%	0%
Year 11	75%	75%	0%	Year 11	50%	50%	0%	Year 11	75%	75%	0%
2b. Attendance											
Sept Baseline	PPG	Whole cohort	Gap	Jan 19	PPG	Whole cohort	Gap	June 19	PPG	Whole cohort	gap
	Yr10 22%	Yr10 21%	+1%		Yr10 79%	Yr10 85%	-6%		Yr10 83%	Yr10 86%	-3%
	Yr11 10%	Yr11 10%	0		Yr11 83%	Yr11 83%	0				
2c. Behaviour (Thrive)											
Baseline	PPG	Whole cohort	Gap	January	PPG	Whole cohort	Gap	June	PPG	Whole Cohort	Gap
Year 10	1.3	1.4	-0.1	Year 10	1.8	2.0	-0.2	Year 10	3.5	3.8	-0.3

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Year 11	1.5	1.5	0	Year 11	3.7	3.7	0				
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3. Barriers to learning (for pupils eligible for PP)	
In-school barriers	
<i>A</i>	Below average literacy skills
<i>B</i>	Weak numeracy skills
<i>C</i>	Poor learning skills including organisation and resilience
<i>D</i>	Pupils not being 'ready to learn' or "school ready" (low Thrive baseline scores)
<i>E</i>	Gaps in prior learning
External barriers	
<i>F</i>	Low attendance/Poor punctuality
<i>G</i>	Poor Physical and/or Mental health - lack of access to treatment for mental health
<i>H</i>	Low aspirations/ intergenerational unemployment or NEET
<i>I</i>	Limited access to positive role models
<i>J</i>	Parental engagement (health, bereavement, homelessness, lack of education and skills, extreme poverty)
<i>K</i>	Lack of appreciation and cultures/ lack of access to cultural experiences

4. Desired outcomes		
	Desired outcomes and will they be measured	Success criteria
<i>(i)</i>	Attendance and punctuality of PPG students increases as they value the offer. Increased participation.	The target is to ensure that PPG student's attendance matches and/or exceeds non-PPG students. Increase in positive feedback from staff as recorded on school pod.
<i>(ii)</i>	Gaps are identified and interventions are in place to teach gaps	-1-2-1 intervention strategies are in place to support the needs of PPG learners that have specific needs. - Quality First teaching evidenced through lesson observation and work scrutiny - Progress data will be regularly reviewed and demonstrate progress. - Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.
<i>(iii)</i>	Pupils are ready to learn	Food and drink available before, after and during break. All equipment ready in lessons for use.

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(iv)	Pupils reading levels improve and have access to books and reading materials.	<ul style="list-style-type: none"> - Catch up literacy 1-2-1 to support those with low level reading. - Students actively using the library in the English room.
(v)	Pupils are able to complete challenging mathematical problems in a wide range of subjects.	Evidence of students using maths skills based upon targets across the curriculum. Focus on percentages and interpreting data evidenced in lesson observations.
(vi)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/participate and visit places they would not usually be exposed to. Positive feedback evidenced in pupil questionnaires. Improve the community of the school by increased positive relationships with learners and staff. Raised grades in art, AQA awards accreditation and broader curriculum on offer.
(vii)	Support vulnerable disadvantaged pupils	<ul style="list-style-type: none"> - Broad and balanced curriculum offered. - All pupils given the opportunity for enrichment and off-site activities. Therapeutic support on a bespoke basis as required. - Pupils offered support to address additional mental health, medical and SEMH needs.

5. Planned expenditure						
Quality of teaching						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
PP students to narrow gaps in learning	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. TA to be utilised to deliver sessions 1 day a week which will lower the	Access to high quality 1-2-1 support is shown to narrow the gap of disadvantaged pupils.	Through each assessment point and within RAP meetings	TK	Half termly	£3000

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	Teacher: pupil ratio in classes.					
Staff are fully aware of students that are not making progress and interventions are in place to support	RAP meetings to discuss plans/interventions for underperforming students	Staff will be able to identify gaps and plan to meet needs of the individual	Through each assessment point and within RAP meetings	TK/JC	Half termly	
Numeracy support to be given 1-2-1 for students to develop basic numerical/functional skills	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. Numeracy TA to be assigned for day to teach FS mathematics.	High quality 1-2-1 learning support is shown to narrow the gap of disadvantaged pupils.	All students to make above average progress. Opportunities for students to complete entry level if required with targeted support.	TK	Termly	£1500
Improvement in reading scores	<ul style="list-style-type: none"> - Reading books available in common room and promoted by all staff. - Monitor reading scores at more regular intervals. - Reading promoted in all lessons and maximise opportunities to read in class. 	<p>Research shows that disadvantaged pupils read less outside of school.</p> <p>Low reading scores impact upon progress in all subjects.</p>	<ul style="list-style-type: none"> - data scores from reading tests will show rapid progression. - Log of students borrowing books. - lesson observations. 	JC	Termly	£200 for new books
Targeted support						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
Improvements in reading scores	<ul style="list-style-type: none"> -1-2-1/ paired teaching and more opportunities for students to read across lessons. - Catch-up literacy. 	High quality 1-2-1/small group teaching is shown to narrow the gap of disadvantaged pupils.	<ul style="list-style-type: none"> - data scores from reading tests will show rapid progression. Reading assessments will show raised attainment and rapid progression in skills from entry level up to GCSE equivalent grades. 	JC	Half termly	£2000 (6 session per week 1-2-1 through academic year)

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Low ability PP students have a basic understanding of numeracy	Low ability PP students to have additional lessons to support with entry level exam preparation. 1-2-1 lessons to prepare for entry level exams for less able PP students. DE to teach 1/2 day of mathematics.	Big gaps in learning with a number of students mean they are unable to access both Functional and GCSE exams.	-Bespoke timetabling to allow 1-2-1 teaching. -Entry level to be completed in Year 10. -Additional sessions provided before each assessment	TK	Half termly	£2700
Staff outreach support attendance of PP students	Designated time set to liaise with parents/carers to support punctuality and attendance. Supporting solutions to aid attendance.	Positive working relationships with pupils, parents/guardians and partners allow appropriate solutions that improve school attendance. Collection and drop offs to support attendance Travel training to support independent travel to school.	-Improvements in attendance of students. -Regular feedback and monitoring from line manager.	JC/CF	Weekly	£2000 Afternoon dedicated to focus on PPG student
Enrichment and experiences						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be	Estimated costing

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					reviewed?	
For pupils to experience vocational opportunities.	RallySport funding for taster sessions	Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	-Student feedback -Attendance -Feedback from provider -Qualifications achieved	JC/CF	Half termly	£280.00
	ERT- construction funding for taster sessions	Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	-Student feedback -Attendance -Feedback from provider -BTEC Level 1 qualifications achieved	JC/CF	Half termly	£
	Brickmakers wood	Pupils enjoy social setting in a different environment and learn skills they would not usually be exposed to. Awareness of working with the environment. The importance of sustainability and charity within the local community. Volunteering and enterprise opportunities. Experience of wood craft (DT).	-Student feedback -Attendance -Feedback from provider -AQA qualifications achieved - Products produced for profit.	TK/CF	Half termly	£ 360.00
Students to develop ability in curriculum areas.	STEAM/Art/Science visits	Stretching the most able and giving pupils opportunities to experience different activities. Provide specialist science equipment to engage students in practicals	-Student feedback -Attendance - Evaluation from staff	CF/MC	Half termly	£300 - shared cost with WB

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Students to develop fitness and sports skills	Climbing, Basketball and 5 a side football.	Qualified climbing instructor develop students interest in fitness and develop resilience. Historical feedback from students highlight positive comments.	-Student feedback -Attendance -Feedback from provider -AQA qualifications achieved	TK/CF	Half termly	£400.00
	Positive futures-Football sessions	Pupils mix with other students and the community of the school is developed in a safe environment. Students can develop fitness, skills and self-esteem.	-Student feedback -Attendance -Feedback from provider	CF	Half termly	£shared cost with WB as we only have one pupil
	Home Cooking Skills	Promote health and healthy eating of students and their families. Students learn life skills that can be linked to post-16 choices. Helps to budget and alleviate poverty. Opportunity for qualification	-Student feedback -Attendance	SF/JC	Half termly	£120 per half term.
	Music at South St Studios	Students take part in activities that they would not usually have the opportunity to take part in.	-Student feedback -Attendance -Feedback from provider	JC/CF	Half termly	£

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Students engage in activities to promote well-being and participation	Castan Wood	All Students take part in activities they would not normally be able to participate in. Sessions develop skills, relationships, awareness of the environment and self-esteem. Community volunteering- working with others and environmental clear up. Thrive group induction strengthening peer and staff relationships and creating attachment.	-Student feedback -Attendance -AQA qualifications achieved	TK/JC	Half termly	£800
Students are ready to participate in work experience and work related learning	Clothing and footwear- overalls, boots, equipment, etc	Students will often not take part in activities if they feel they have incorrect clothing.	-on request by students or work provider	JC/CF	When needed	£ 84.00
Other approaches						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Food available in common room at breakfast breaks and lunch. Food provided before exams. Emergency toiletries for pupils to wash, stay clean	The EEF found that food on arrival and throughout the day can boost reading, writing and maths.	-Student feedback to ensure that food meets the needs of students and a variety of food is on offer.	CF/JC	Half termly	£750.00

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	and clean teeth Washing detergent for laundry service as required or to wash lent clothing from our clothing bank.					
Students are supported with emotional and mental needs to allow them to access school and learning	Student counselling Art therapy	Mentoring for vulnerable students to provide to provide social and emotional support through practical strategies.	-Counselling consent forms. Names allocated 30 min slot. - Confidential but safeguarding forms are completed for high risk disclosures. -Monitor by student feedback and Student councillor.	CF/JC	Weekly	
Students and families receive support if they live outside of catchment/ require travel training. Fair accessibility to school.	Bus passes/fares for practice journeys 1 pupil collected by staff every am	By providing monthly bus passes to PP students this should promote attendance and punctuality. By providing travel training to pupils with a disability/EHCP we enable them to move onto 16+ employment and training etc and enable independence and promote personal safety. By providing outreach collection this CiC pupil is able to access	-Monitor punctuality and attendance. - Feedback to parent/carers and other agencies.	CF/JC	Weekly	£ (7 students)

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		school.				
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)					£13,445.00