

## Pupil Premium Strategy: Montgomery Road

Pupil premium is additional funding Montgomery Road receives to support students that are economically disadvantaged. Montgomery Road 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 6 have EHCPs. This equates to a fund of £5610

<b>1. Summary</b>					
<b>School</b>	Montgomery Road	<b>Number of pupils eligible for PP in total</b>	8	<b>Review planning for expenditure</b>	November 2019
<b>Academic Year</b>	2019-20	<b>CIC eligible for PP</b>	0		February 2020
<b>Total roll</b>		<b>Total PP funding</b>	£5610		May 2020

<b>2. Current Progress November 2019 (Students making expected progress or better) * will await December progress updates</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
English	100%	n/a	0	English	100%	100%	0
Maths	100%	n/a	0	Maths	84%	75%	+9%

<b>3. Attendance November 2019</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
Current attendance	60.5%	60.5%	0	Current attendance	62.38%	65.51%	-3.13%

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<b>4. Barriers to learning (for pupils eligible for PP)</b>	
In-school barriers	
<i>A</i>	Below average literacy skills
<i>B</i>	Weak numeracy skills
<i>C</i>	Poor independent learning skills including organisation and resilience
<i>D</i>	Pupils not being 'ready to learn'
<i>E</i>	Gaps in prior learning
External barriers	
<i>F</i>	Low attendance
<i>G</i>	Poor punctuality
<i>H</i>	Low aspirations
<i>I</i>	Limited access to positive role models
<i>J</i>	Parental engagement
<i>K</i>	Lack of appreciation and cultures

<b>5. Desired outcomes</b>		
	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

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		equipment ready in lessons for use.
(iv)	Pupils reading levels improve and have access to books and reading materials.	<ul style="list-style-type: none"> <li>- Catch up literacy 1-2-1 to support those with low level reading.</li> <li>- Students actively using the library in the common room and English room.</li> </ul>
(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.
(vii)	Support vulnerable disadvantaged pupils	<ul style="list-style-type: none"> <li>- Broad and balanced curriculum offered.</li> <li>- All pupils given the opportunity for enrichment and off-site activities.</li> <li>- Pupils offered support to address additional mental health, medical and SEMH needs.</li> </ul>

<b>6. Planned expenditure</b>						
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 Teacher: pupil ratio in classes.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	Through each assessment point and within RAP meetings		Termly	

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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		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 teaching 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.		Termly	£100 revision materials DVD and workbooks.
Improvement in reading scores	<ul style="list-style-type: none"> <li>- Reading books/magazines available in common room and promoted by all staff</li> <li>- Monitor reading scores at more regular intervals.</li> <li>- Reading promoted in all lessons and all opportunities taken to maximise on this during lessons.</li> </ul>	<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"> <li>- data scores from reading tests will show rapid progression.</li> <li>- Log of students borrowing books.</li> <li>- lesson observations.</li> </ul>		Termly	£100 for new magazines to be replenished each term. (newspapers and subscriptions)
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	-1-2-1 teaching support and more opportunities for students to read across lessons.	High quality 1-2-1 support is shown to narrow the gap of disadvantaged pupils.	- data scores from reading tests will show rapid progression.		Half termly	

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	- Catch-up reading/ spelling.					
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. GF 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		Half termly	
Student support worker supports 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.	-Improvements in attendance of students. -Regular feedback and monitoring from line manager.		Weekly	
Revision materials for Year 11	CGP revision books and work books to be purchased to support home learning		- Revision session methods to show students best practice for revising at home.	NA	Summer term	£250

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<b>Enrichment and experiences</b>						
<b>Desired outcome</b>	<b>Chosen action/Approach</b>	<b>What is the rationale for this activity?</b>	<b>How will you ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will it be reviewed?</b>	
For pupils to experience vocational opportunities.	ERT- construction/mechanics/Rally Sport/ work experience/ 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		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.	-Student feedback -Attendance -Feedback from provider -AQA qualifications achieved - Products produced for profit.		Half termly	

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	Farm	<p>Pupils enjoy social setting in a different environment and learn skills they would not usually be exposed to.</p> <p>Awareness of working with the environment.</p> <p>The importance of sustainability.</p> <p>Volunteering and enterprise opportunities.</p>	<ul style="list-style-type: none"> <li>-Student feedback</li> <li>-Attendance</li> <li>-Feedback from provider</li> <li>-AQA awards</li> </ul>		Half termly	
	Wolsey workshops	<p>New experiences and developing cultural awareness. Opening up opportunities in varied vocations.</p> <p>Allowing students to develop talent.</p>	<ul style="list-style-type: none"> <li>-Student feedback</li> <li>-Attendance</li> <li>-Feedback from provider</li> <li>-AQA awards</li> </ul>		Half termly	
Students to develop ability in curriculum areas.	STEAM/Art/Science visits	<p>Stretching the most able and giving pupils opportunities to experience different activities. Provide specialist science equipment for practical activities.</p>	<ul style="list-style-type: none"> <li>-Student feedback</li> <li>-Attendance</li> <li>- Evaluation from staff</li> </ul>	JC/CF	Half termly	
Students to develop	Avid climbing	Qualified instructor	-Student feedback		Half	

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fitness and sports skills		develops interest, fitness and resilience. Encourages team work.	-Attendance -Feedback from provider		termly	
	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		Half termly	
	Computer skills	Pupils access the creative computing club to learn more hands on advanced coding and computing – for those wanting to develop games design and level 3 computing post 16.			Half termly	
Students are ready to participate in work experience and work related learning	Clothing and footwear allowance to support with work experience.	Students will often not take part in activities if they feel they have incorrect clothing.	-on request by students or work provider		When needed	



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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.	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.		Half termly	
Students are supported with emotional and mental needs to allow them to access school and learning	1-1 ELSA sessions with trained practitioner (LSA).	Enable pupils to develop vocabulary with which to identify and express emotions and needs in a safe way.	-Weekly meetings and evaluations through termly Thrive assessments. -Progress with student ILPs. - Student feedback		Half termly	
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)					