

Pupil premium strategy statement – Montsaye Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	992
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	February 2025 July 2025
Statement authorised by	Ben Baines
Pupil premium lead	Gopal Baria
Governor / Trustee lead	Jo Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,750.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£246,750.00

Part A: Pupil premium strategy plan

Statement of intent

We believe all students at Montsaye academy, irrespective of their background or the challenges that they face, can make good progress and achieve highly across the curriculum. We will ensure that they have equal access to all aspects of the curriculum and achieve the outcomes they need to progress to the next stage of their education. To implement our Pupil Premium strategy, we allocate additional funding to support educational experiences and outcomes of disadvantaged students.

Our school wide approach to raising attainment is focussed on ensuring high-quality teaching in the classroom. Our shared vision will provide a school of character and excellence which places teaching and learning at the heart of everything we do. High-quality teaching has been proven to have the greatest impact on closing the gap on disadvantaged pupils and invariably benefits the non-disadvantaged pupils in our school.

At Montsaye Academy, we are committed to continuously evaluating and refining our strategy to ensure that it remains effective and responsive to the needs of our disadvantaged students. Not all students who are disadvantaged require the same level of support and intervention, and our approach considers this and responds to it, ensuring the best use of available time and funding. To ensure our approaches are effective, we will:

- adopt a whole school approach in which all teaching staff take responsibility for disadvantaged students' outcomes
- ensure students are challenged in the work that they complete
- provide targeted support and foster a culture of high expectations, helping our students reach their full potential.
- act early to intervene at the point a need is identified
- believe in the capacity of every student to achieve their full potential in both personal development and education
- ensure that quality first teaching and effective assessment meets the needs of all students.
- utilise every funding source, educational strategy, to remove barriers to success for our students

Our overall approach is rooted in our school's values of respect, honesty and compassion. The expectation that all students will be proud of their achievements and strive to be the best that they can be, is embedded within our ethos and character.

Challenges

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

Challenge number	Detail of challenge
1	Reduce attainment gap between disadvantaged students and non-disadvantaged national - A8 national average for non-disadvantaged 49.6 (FFT estimate); A8 for disadvantaged national 36.8 (FFT estimate); A8 for disadvantaged students at Montsaye Academy was 25.0
2	Reduce attainment gap between disadvantaged students and non-disadvantaged national in English and Maths (BASICS 4+/5+ for disadvantaged students at Montsaye Academy was 30.3%/19.4%; disadvantaged national 47.1%/28.4% (FFT estimate); non-disadvantaged national 72.3%/52.5% (FFT estimate)
3	Ensure all disadvantaged students have reading ages that mean they can access the curriculum in its entirety
4	Persistent absence of PP students is higher than non-PP students which impacts their outcomes
5	Destinations: Lower proportion of PP students attend Sixth Form than non-PP students
6	Parental engagement: E.g. % attendance to parents' evenings is lower for PP students than non-PP students
7	Ensure all disadvantaged students are given the opportunity to partake in enrichment and attend trips and visits
8	Subject knowledge/pedagogy of teaching staff, and CPD.
9	Disadvantaged students and their families often lack consistent access to revision materials, equipment and uniform, which many of their peers have as a matter of course.

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
Improve attainment amongst disadvantaged students across the curriculum at KS4	No Attainment 8 gap in year 11 between PP and non-PP national No BASICS 4+/5+ gap in year 11 between PP and non-PP national
Improve reading comprehension in PP students across the school	Significant improvement in standardised age scores and at least in line with non-PP students
Improve attendance for PP students	Significant improvement in the % attendance for PP students. Significant reduction in persistent absence of PP students.
More PP students taking up sixth form places post-16	Increase in % of PP students attending sixth form.

	<p>Increased % of PP students aspiring for University or Further education.</p> <p>Increased uptake of PP students receiving advice and guidance on further education through careers lead.</p>
Improve engagement of parents/carers of PP students	Significant improvement of parents/carers attending parents' evenings at least in line with parents of non-PP students.
More PP students taking opportunities to attend enrichment and partake in trips and visits across their school journey	Significant improvement in the number of PP students accessing enrichment, trips and visits at least in line with non-PP students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead practitioners in maths and science (£11963)	Lead practitioners will focus on T&L in core subjects to improve pupil progress of PP students	1, 2, 3, 8
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons Data team (£5847)	Development of rank order so that relative performance of pupil premium students is more evident at both KS3 and KS4. Data manager to analyse and present the data so that students and parents can understand their own performance and target how to improve. Teaching staff engaged with percentile rank measures.	1, 2
AP Literacy to improve the quality of education and literacy of PP students (£2234)	Senior Leaders with responsibility for the quality of education of PP students means that there is accountability being driven down through the middle leadership group to ensure progress of PP students across the school	1, 2, 3, 8
AP T&L to improve the quality of education of PP students (£4582)		1, 2, 3, 8

Literacy lead to run the logistics of the guided reading program (£760)	It is vital that students have a reading age at or above their chronological age. <i>Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. Confident, to access the secondary curriculum they are embarking on this month. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</i>	3
Replenish stock of reading books for the guided reading program (£1000)		3
Purchase NGRT tests to measure the reading ages of PP students (£824)		3
Data team (£6034)		3
Sixth form paired reading support (£200)		3
AP KS4 RSL, Data and assessment (£9164)	1, 2, 3	
Sharing good practice added to the agenda of all department meetings (£8308)	Subject knowledge within the classroom is vital and we want to ensure that all Year 11 teachers are receive CPD on their specification. The DFE in 2016 said that professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. Above all else, CPD <u>must</u> be prioritised by school leadership	8
CPD for year 11 teachers on the specification being delivered (£3555)		8
AP T&L with responsibility for the quality of T&L for all PP students (£4582)		1, 2, 8
T&L budget (£3555)		1, 2, 8
Training fees for Teach first (£1301)		8
Mentoring of UL Teach & ECTs (£2492)		8
SVP Quality of Education with responsibility for the quality of T&L for PP students (£19448)		1, 2, 3, 5, 8

Continue subscription to SISRA (£2394)	All PP research (John Dunford) outlines that effective use of data is key to managing impact of interventions	1, 2
Data team to present the data and populate SISRA (£6034)		1, 2

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

Budgeted cost: £125,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring of under-performing PP students (£4582)	The EEF found that the impacts of programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 2, 4, 5
Careers advice for under-performing PP students and various careers events throughout the year (£1300)	‘Paving the way’ published by the Sutton trust in 2022 recommends for schools: There should be clear responsibility for careers guidance within a school’s senior leadership team. How this is done may differ between schools, for example by having a Careers Leader themselves sit within a school’s senior leadership team (SLT), or if this role is held by a middle leader, by having a member of SLT who is clearly responsible for the school’s strategy on careers. The member of SLT with responsibility for careers should work with the school’s Pupil Premium Lead to ensure the school’s career strategy takes into account the needs of this group of students.	5
Careers lead with strategic overview for careers provisions/advise over Years 7-13 (£1300)	Receiving high quality careers guidance can have an effect not just on the years following education but also much further into the life course. In a comprehensive, international literature review by the EEF, 67% of the papers reviewed provided robust evidence that activities like work-related learning positively impacted economic outcomes	6

	and 62% found a positive association with social outcomes such as career maturity (the level of preparedness for making career related decisions) and career identity (the ability to link interests and skills to particular.	
Safeguarding team to manage and assist with external barriers to learning for PP students (£26201)	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress	4, 6, 9
Counsellor to manage and assist with external barriers to learning for PP students. (£1962)		4, 6
Family support worker/EHA coordinator to manage and assist with external barriers to learning for PP students. (£6396)		4, 6, 9
Student welfare officers manage and assist with external barriers to learning for PP students. (£34056)		4, 6, 9
Pupil premium lead manage and assist with internal and external barriers to learning for PP students (£7430)		4, 6, 9
Educational welfare officer with a focus on improving the attendance of students (£7442)	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.	4, 6
AP Character and attendance with responsibility for the attendance and wellbeing of PP students (£4582)		4, 6, 7
SVP PASTORAL with responsibility for the attendance and wellbeing of PP students (£19448)		4, 6, 7
The Attendance Team to drive up PP attendance (£10797)		4, 6

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

Budgeted cost: £28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform room (£4000)	School uniform policies are thought to complement the development of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic backgrounds are less likely to afford the cost of school uniforms. It is important to support pupils with borrowing uniform if required, sometimes for up to a week or two at a time. The uniform room also enables those without money to access lessons in school without falling foul of policy	9
Uniform expenditure to allow PP students access to the correct uniform if financial issues are apparent (£2500)		9
Purchase of Sparx Maths, Reader and Science. Educake for Geography and History. (£2300)	Evidence shows through a 'Growth mindset' approach of continued effort and practice then improvement will be made. Quality homework at secondary shown to have moderate impact (EEF).	1, 2, 9
Exams equipment access (£2000)		1, 2, 9
Breakfast before all exams (£1500)	Evidence shows that completing assessments having eaten a full breakfast will enable students to concentrate for longer and perform better	1, 2
'Grab and go' breakfast provision (£3000)		1, 2
Financial support for all other items such as ; DofE subscriptions, FSM (£2000)	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences	7
Provision of peripatetic music lessons for PP pupils (£2000)		7
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial (£6000)		7

Minibus fuel and running costs (£3000)
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7

Total budgeted cost: £248,073

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data for 2023-24 results shows that the Progress 8 score for our disadvantaged students was -1.7 vs -0.32 for non-disadvantaged students; a gap of -1.38. Attainment 8 for our disadvantaged students was 23.52 vs 40.81; a gap of -17.29. Disadvantaged students have underperformed in comparison to all other students.

Attainment measures show that our disadvantaged students achieved 12.5% vs 28.5% non-disadvantaged at 5+ in English and maths and 25% vs 60.4% at 4+. Disadvantaged students came to us with a pre-existing attainment gap (an average KS2 score of 100.5 vs 103.5 for non-disadvantaged students in 2024).

The school entered 16.5% of students overall for the EBacc in 2023-24 this compares with 9.4% of disadvantaged students.

One of the most significant contributing factors to the underperformance in school is the absence rates among our disadvantaged pupils. Attendance for disadvantaged students was 76.5% vs 90% for non-disadvantaged students in 2023-24. The persistent absence rate for disadvantaged students was 54.9% vs 19.5% for non-disadvantaged.

Last year marked the end of a previous pupil premium strategy plan. The school has gone through a period of change in leadership at school and trust level. The school is in the process of being re-brokered to a new trust. The plan was unsuccessful in meeting its intended outcomes. Our new rigorous and robust strategy will ensure that our disadvantaged students are given the support to achieve the desired outcomes.

Externally provided programmes

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

Programme	Provider
NGRT Reading tests	Home - GL Assessment (gl-assessment.co.uk)
Lexonik Reading Programme	Literacy Intervention Programmes That Empower Learning - Lexonik
Sparx Maths	
Sparx Science	

Sparx Reader	
Educake	
Sisra Analytics	

Service pupil premium funding (optional)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.