

Pupil premium strategy statement – The Mountbatten School

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	1466
Proportion (%) of pupil premium eligible pupils	16.6% (243)
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)	3 years
Date this statement was published	15 December 2023
Date on which it will be reviewed	15 December 2024
Statement authorised by	Andrew Portas
Pupil premium lead	Chris Martin/Rob Davenport
Governor / Trustee lead	Jane Northedge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,805
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>	£65,136
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>	£295,941

Part A: Pupil premium strategy plan

Statement of intent

We want our students to achieve as well at Mountbatten as they would in any other school. We do not want the sense that they could have achieved better elsewhere. Success in GCSE examinations means they have greater opportunities when they leave the school but we also want them to be well rounded individuals with integrity ready to be successful in world of work so ultimately, they live happy and fulfilled lives.

We aim to do this by focusing on key barriers to success which we believe, from our research and reading, create tangible outcomes to support this aim to be a reality:

- Improving attendance and supporting students to be 'ready to learn'
- Targeted intervention – particularly reading and support with any SEN
- High quality Teaching
- Motivation, engagement and cultural capital

Challenges

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

Challenge number	Detail of challenge
1	The progress of disadvantaged students is significantly below non-disadvantaged students
2	Attendance of disadvantaged students is typically lower
3	Reading ages of disadvantaged students are typically lower
4	More disadvantaged students have complex SEN needs
5	Fewer disadvantaged students typically engaged in school and with the school's extensive extra curricula offer.

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
Improved attendance of disadvantaged students	Attendance of disadvantaged is the same as non-disadvantaged.
Improved reading ages of disadvantaged students	Students engaged with the support reach reading ages which enable them to access GCSE scripts.
Improved independence of our disadvantaged students with SEN	An increased number of SEN students are judged as needing less direct support in lessons.
Improved engagement of disadvantaged students with extra curricula activities.	The vast majority of disadvantaged students are engaged in lessons and with regular extra curricula activities.

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting quality first teaching, smaller group support in KS3 English, Maths and Science	EEF	1

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

Budgeted cost: **£115,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading programme	EEF	3
Additional SENCO	EEF	4
National tutoring programme	EEF	1

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

Budgeted cost: **£120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance – attendance support staff</i>	EEF	2
<i>Ready to learn – school lead role</i>	EEF	1, 2, 3, 4, 5
<i>Ready to learn – pastoral support and counselling</i>	EEF	2,5
<i>Ready to learn – uniform and breakfast club</i>	EEF	2,5
<i>Engaging with the curriculum – curriculum events and extra curricula</i>	EEF	2,5

Total budgeted cost: £255,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Evaluation
Improved student communication skills among disadvantaged students	Taken from Mountbatten Improvement Plan <ul style="list-style-type: none"> Implement the 3-year Action Plan for literacy and oracy 	On-course to achieve. <ul style="list-style-type: none"> Staff at Mountbatten receive regular input and training in helping them to improve the communication skills of our students implementation of tutor reading program throughout the school regular input to staff briefing sharing of good practice via directorate meetings
Identify and solve digital deficit Ensure all disadvantaged students have access to digital technology for remote/blended learning	<ul style="list-style-type: none"> All students and parent/carers surveyed to ascertain effective access to IT equipment at home and effective IT equipment loaned to households who don't already have it. 	Mostly achieved <ul style="list-style-type: none"> All students and parent/carers surveyed to ascertain effective access to IT equipment at home and effective IT equipment loaned to households who don't already have it.
Support students and parents Increased self-esteem, resilience and ambition for the future by raising engagement through effective support and intervention	<ul style="list-style-type: none"> Pupil voice shows improved engagement among disadvantaged students Fewer demerits among disadvantaged students Parent voice shows increase in confidence in being able to support their child. 	Partially achieved <ul style="list-style-type: none"> <i>Pupil voice needed to show improved engagement among disadvantaged students</i> There has been a reduction in the number of demerits received by Disadvantaged students compared to the previous academic year. <i>Parent voice needed to measure increase in confidence in being able to support their child.</i>
Address post pandemic gaps Continue to bridge the gaps in knowledge and skills caused by Covid 19.	<ul style="list-style-type: none"> The gap between Mountbatten's Pupil Premium students and non-Pupil Premium peers nationally is narrowed. 	Not on course to achieve <ul style="list-style-type: none"> it's difficult to compare the gap between our disadvantaged students and those non-ad-

		<p>vantaged students nationally, but the figures that we have would indicate that we have not closed the gap.</p> <ul style="list-style-type: none"> • The NTP money was spent on a programme of Easter revision, targeted at mostly disadvantaged students who were behind in English and Maths. This programme was considered extremely helpful and worthwhile by the massive majority of students, parents and carers.
Improved attendance	Attendance rate to be at least 95%, With no difference between attendance of PP students and non-PP students.	<p>Not achieved at present</p> <ul style="list-style-type: none"> • but figures for disadvantaged students have improved from 85.6% to 86.3% currently, while non- disadvantaged students have remained the same at 94.3%
Improve study skills and self-regulation	<ul style="list-style-type: none"> • Regular briefings to staff during 'Learning Thursday' will demonstrate key pedagogical topics. • QA will evidence high quality teaching for all students but with a particular focus on the needs of PP students in the class. • Extensive use of visualisers observed, allowing high quality feedback to be given to students in 'real-time'. • Pupil voice shows students are more confident in knowing how to study and revise. 	<p>Partially achieved</p> <ul style="list-style-type: none"> • An INSET day in the first term of the last academic year, focusing on supporting disadvantaged students • Use of P4C in lessons and RSHE • Regular briefings to staff during 'Learning Thursday' demonstrate key pedagogical topics. • Regular QA shows evidence of high-quality teaching for all students but with a particular focus on the needs of disadvantaged students in the class. • Extensive use of visualisers observed, allowing high quality feedback to be given to students in 'real-time'. • <i>Pupil voice is needed in order to show that students are more confident in knowing how to study and revise.</i>
Increase cultural capital and stimulation All disadvantaged students will have accessed opportunities outside of the curriculum to	<ul style="list-style-type: none"> • Additional activities recorded on monitoring spreadsheets for disadvantaged students. 	<p>Partially achieved</p> <ul style="list-style-type: none"> • Additional activities recorded on monitoring spreadsheets for disadvantaged students.

<p>support cultural capital and enrich students' lives</p> <p>Improved participation in the life of the school</p> <p>All year 9 students will be strongly encouraged and supported to participate in the Duke of Edinburgh award. Our Music and PE academies will plan how to achieve greater participation by disadvantaged students and write it into their faculty development plans.</p>	<ul style="list-style-type: none"> • Improved uptake of Duke of Edinburgh award among disadvantaged students • The number of disadvantaged students playing musical instruments will remain high and increase. • Improved uptake of sports-based extra-curricular opportunities among disadvantaged students • improved uptake of music-based extracurricular opportunities (e.g., steel band) among disadvantaged students. • All students to be subsidised in order to attend school-based trips (theatre, museum, music etc) as part of the curriculum or as extracurricular. 	<ul style="list-style-type: none"> • The Duke of Edinburgh scheme was launched last year to year 9. Despite efforts from many staff, the level of involvement did not reach our expectation aspiration. However, lessons have been learned and the signs from year 9 this year are much more positive. • The number of disadvantaged students playing musical instruments will remain high and increase. • Improved and targeted uptake of sports-based extra-curricular opportunities among disadvantaged students • improved uptake of music-based extracurricular opportunities (e.g. steel band) among disadvantaged students. 																																
<p>Homework: Improved completion of homework, especially among disadvantaged students and even more, disadvantaged boys</p>	<ul style="list-style-type: none"> • Reduction in the number of demerits and interventions received for no homework and an increase in epraise points for completion of homework. • Reduction of the difference in demerits and interventions received for no homework between Disadvantaged and Non-Disadvantaged students. 	<p>On course for being achieved</p> <ul style="list-style-type: none"> • <table border="1" data-bbox="1429 815 2013 954"> <thead> <tr> <th colspan="4">Demerits for lack of homework per student</th> </tr> <tr> <th>Ac Year:</th> <th>All</th> <th>D</th> <th>Non-D</th> </tr> </thead> <tbody> <tr> <td>21-22</td> <td>6.1</td> <td>11.5</td> <td>5</td> </tr> <tr> <td>22-23</td> <td>5.4</td> <td>9.3</td> <td>4.6</td> </tr> </tbody> </table> • <table border="1" data-bbox="1429 991 2013 1129"> <thead> <tr> <th colspan="4">Demerits for lack of homework per student</th> </tr> <tr> <th>Ac Year:</th> <th>D</th> <th>D boys</th> <th>D girls</th> </tr> </thead> <tbody> <tr> <td>21-22</td> <td>11.5</td> <td>15</td> <td>7.8</td> </tr> <tr> <td>22-23</td> <td>9.3</td> <td>11.1</td> <td>7.4</td> </tr> </tbody> </table> • The data show that over the course of the last academic year, the gap between disadvantaged and non-disadvantaged students for homework completion narrowed compared to last year, and that the biggest decrease was among our target 	Demerits for lack of homework per student				Ac Year:	All	D	Non-D	21-22	6.1	11.5	5	22-23	5.4	9.3	4.6	Demerits for lack of homework per student				Ac Year:	D	D boys	D girls	21-22	11.5	15	7.8	22-23	9.3	11.1	7.4
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		<p>group, disadvantaged boys. This has some way to go, but early signs are positive.</p> <ul style="list-style-type: none"> • 												
<p>Improved attainment among disadvantaged students across the curriculum at the end of Key stage 4</p>	<p>By the end of our current plan in 2024/25, we will see an increase in the percentage of disadvantaged students gaining a 4+ in English and maths and an increase in their Attainment 8 score</p>	<p>Not on course for being achieved</p> <ul style="list-style-type: none"> • <i>“By the end of our current plan in 2024/25, we will see an increase in the percentage of disadvantaged students gaining a 4+ in English and maths and an increase in their Attainment 8 score”</i> <table border="1" data-bbox="1429 497 1982 614"> <thead> <tr> <th>Academic Year</th> <th>% 4+ En</th> <th>%4+ Ma</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>21-22</td> <td>76.6</td> <td>72.3</td> <td>46.6</td> </tr> <tr> <td>22-23</td> <td>54.3</td> <td>32.6</td> <td>31.3</td> </tr> </tbody> </table> <p>The last academic year saw a drop in the performance of our disadvantaged students compared to previous years. However, there were far more disadvantaged students in the last academic year who were either absent from school for much of the GCSE course or/and absent from exams.</p>	Academic Year	% 4+ En	%4+ Ma	A8	21-22	76.6	72.3	46.6	22-23	54.3	32.6	31.3
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