

## 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   | 1472                       |
| Proportion (%) of pupil premium eligible pupils  | 13.3% (195)                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023/2024 to 2025/2026     |
| Date this statement was published  | 15 December 2024           |
| Date on which it will be reviewed  | 15 December 2025           |
| Statement authorised by  | Chris Cox                  |
| Pupil premium lead   | Chris Martin/Rob Davenport |
| Governor / Trustee lead  | Jane Northedge             |

### Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £204,750  |
| Recovery premium funding allocation this academic year<br><i>This finished in the last academic year</i>   | £0        |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0        |
| <b>Total budget for this academic year</b><br><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> | £204, 750 |

# 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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data.

#### **Progress 8**

Current data show an estimated score of 0.31 for our non-disadvantaged students, with the corresponding score for our disadvantaged students of -0.4, making a gap of 0.71. (Compared to a gap of 1.1 last year) Significantly, there were 3 disadvantaged students who were not present to sit their exams for reasons entirely out of the school's control. If those students were not included, the estimated Progress 8 score would rise to -0.2. Though the gap has been narrowed, it is greater among boys, so this needs to be an area of attention in future.

#### **% of students achieving grades 9-4 in English & maths**

Last year, our figures were 78.1 % for non-Disadvantaged students & 30.4% for disadvantaged students, making a gap of 47.7%.

This year, the corresponding figures are 85.2% for non-disadvantaged students, compared to 57.1% for disadvantaged students, making a gap of 28.1%. This gap is virtually the same for girls and boys.

We believe that the performance of our Year 11 disadvantaged students in last summer's exams shows a closing of the Disadvantaged versus non-disadvantaged gap

#### **National tutoring programme:**

A 6-week programme of weekly online tuition in English or maths was offered to students over the spring term, targeted at disadvantaged students.

- 50 spaces were booked and letters were sent to 70 households, 45 of which were designated disadvantaged (65%)-every disadvantaged year 11 student was invited.
- of the 43 spaces that were filled, 23 were designated disadvantaged (53%)
- 23 disadvantaged students took part, which is 53% of the spaces offered and approximately 50% of the students who were invited.
- Additional paid for slots were given to disadvantaged students who could benefit from extra tuition
- the median attendance rate for non-disadvantaged students was 80%. The corresponding figure for disadvantaged students was 67%.

An online questionnaire was issued to students to survey their opinion on the lessons.

Results are below:

- professionalism of tutor = 90%
- communication skills of tutor = 93%
- friendliness of tutor = 95%
- patience of your tutor = 93%

- overall tutor rating = 89%
- confidence with subjects covered = 88%

students were also asked the extent to which they agreed or disagreed with the following statements:

- I felt encouraged by my tutor - all responses agreed or strongly agreed bar one neutral
- the examples the tutor used were easy to understand - all agreed or strongly agreed
- the tutor explained problems clearly and in a concise manner - all agreed or strongly agreed
- my tutor helped me solve problems myself – all agreed or strongly agreed

we believe that this had a positive effect on the progress of our disadvantaged students, but also that the data show that students felt valued and appreciated this support.

**Targeted reading programme.** Reading is an area of particular focus in our school improvement plan.

Lower school

We began by retesting the whole lower school cohort, using Renaissance STAR reading tests taken from week 3 of this half term. This gave us the reading age in years and months and the standardised score.

Students under the 85 standardised score are considered below where they need to be and in need of urgent intervention. These numbers are 27 in Year 7, 23 in Year 8 and 21 in year 9.

Upper school

We tested the entire Year 10 cohort using Renaissance STAR reading test. The results reflect a national picture of reading need across Year 10, partly due to the year group missing vital Year 6 work at primary school due to covid. We have now identified the 8 weakest students, and our librarian is running intervention 3 times a week in tutor time. Additional lowest scoring students will be invited to reading intervention after Christmas. RCY is also screening students for phonics and delivering where necessary.

Year 11 are part of an existing 'project' which began last academic year 2023-2024. *We wanted to identify any correlation between attendance, behaviour, disadvantage and reading age.* We tested the lowest 20 percent of the upper school using NGRT and began to target key students for phonics input and small group reading intervention with AVE and RCY. ***Strong gains have been made by all students passing through the programme.*** Currently, 10 students attend reading fluency intervention 3 times a week in tutor time. We will retest this Year 11 cohort using NGRT and will look at overall gains made at Christmas.

The tables below show progress for our Year 11 leavers, current Year 11 and Year 10, respectively

| Name | Surname | PP | SEND | OCT R/A          | GAIN               |
|------|---------|----|------|------------------|--------------------|
|      |         |    |      | 12 years 1 month | 33 mths            |
|      |         |    | Y    | 12 yrs 7 mths    | 17 mths            |
|      |         |    |      | 12 yrs 7 mths    | 20 mths            |
|      |         |    | Y    | 10 yrs 8 mths    | 33 mths            |
|      |         |    |      | 12 yrs 1 mth     | 13 mths            |
|      |         | Y  |      | 6 yrs 10 mths    | first test skewed? |
|      |         |    | Y    | 9 years          | 20 mths            |

Average gain without \*\*\*\*\* anomaly test 22.7 mths

Test was NGRT top and tail of intervention

|  | PP | SEND | PHONICS | RA start | After AVE/ RCY reading intervention | Gain July 24    |
|--|----|------|---------|----------|-------------------------------------|-----------------|
|  |    |      | N       | 10.03    | 14.1                                | 4 yrs 7 mths    |
|  | Y  | Y    | Y       | 11.7     | 13.2                                | 2 yrs 7 mths    |
|  |    | Y    |         | 7.1      | 11.7                                | 4 yrs 6 mths    |
|  |    |      | Y       | 11.02    | 11.1                                | 8 mths          |
|  |    |      |         | 12.01    | 15.2                                | 3 years 1 month |

\*\*\*\*\* left the school but had increased from 7.04 to 12.01

|  | PP | SEND | PHONICS | RA start NGRT   | AFTER READING INTERVENTION | Gain         |
|--|----|------|---------|-----------------|----------------------------|--------------|
|  |    | Y    | Y       | 10.08           | 11.04                      | 8 MNTHS      |
|  |    |      |         | 12.7 IN YEAR 10 | 17+                        | 6 YRS        |
|  |    |      | Y       | 10.05           | 17+                        | 6 YRS 7MNTHS |

## Breakfast club

Approximately 80-100 students attend every morning, usually from 8 o'clock-8:30, although when Year 11 booster classes are running, a significant number of Year 11 students have been attending before 8 o'clock.

It's important that there is no stigma attached to this that would deter our most vulnerable students attending. Even though any student can attend, the project is funded from PP money. The total spend is less than it used to be when the canteen was used and at least the same number of disadvantaged students are attending. Approximately 25% of the students who are attending are disadvantaged (significantly higher than the school population). There will also be non-PP students who are nonetheless 'disadvantaged', despite not being in receipt of FSM.

Pupil voice tells us that this performs a vital role for some students in helping them to be ready for the demands of school, and also in providing 'soft'/social skills.

## Extra-curricular activities

- The PE faculty runs a program of extracurricular events each term.
- PP students are subsidised on an individual basis, depending on need *and whether the activity will have a positive effect*. Approximately, 30 PP students per term take part.
- Peripatetic music lessons are subsidised for PP students. 281 students are currently in receipt of peripatetic lessons, with 34 (12%) of these being disadvantaged students.

- The Music Academy has also developed more accessible / attractive activities, designed to appeal more to boys, such as the steel pans band, to encourage more participation from our disadvantaged students.

### **Ready to learn**

Our new behaviour policy is having a significant positive effect on behaviour, teaching and learning and student and staff wellbeing. In the old system, a significant number of students, a large proportion of whom were disadvantaged, were receiving so many detentions that they formed a backlog of several months. Understandably, students would have no idea why they had a particular detention and consequently they were having no effect in moderating behaviour. We know from student and parent voice that this backlog of detentions was also having an adverse effect on the well-being and attendance of some students' who knew that inevitably, they would be having a detention every day they came into school. The new behaviour policy has had a transformative effect on the atmosphere in the school and its students. Pupil and staff voice informs us that lessons are calmer, disruption has been reduced and students are happier. The total number of demerits is lower than last year, as is the number of interventions. Suspension figures have dramatically reduced compared to the same time last year, as can be seen from the figures below.

| Date              | No. of suspensions | No. of individual children | No. of days |
|-------------------|--------------------|----------------------------|-------------|
| 1.9.23 - 29.11.23 | 128                | 66                         | 221         |
| 1.9.24 – 29.11.24 | 97                 | 54                         | 141         |

### **Attendance**

We believe that the actions we have put in place are having a positive effect for all categories of students. The DfE school attendance summary report for the first half of the autumn term 2024 to 2025 shows that for all measures and for all categories of students our school score is (roughly 2%) above the national figure. Our figure for Pupils with FSM is 90.5%, compared to a national figure of 88.3% and a national figure for pupils with no FSM of 94.4%. Our figure for Pupils with SEN is 89.8%, compared to a national figure of 87.6%. A link to the whole report can be found [here](#).

Based on all the information above, the performance of our disadvantaged pupils has met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates actions to address poor attendance and difficulties with reading have been particularly effective and we feel that these successes will lead to stronger academic outcomes for our disadvantaged students.

Over the next academic year, we will be also looking to:

1. Develop a system for the issuing of revision guides to disadvantaged students, so that students know how to use them, the guides are used and have a positive effect on outcomes
2. Develop student leadership so that a greater proportion of our disadvantaged students become prefects and leaders
3. Further encourage participation in extra-curricular activities, better measure its effect and in particular, greater participation in the D of E scheme.