Pupil Premium Plan

1. Summary information					
School	Mo Mowlam Academy				
Academic year	2019-20	Pupil Premium Grant (PPG) received per pupil	Prim: £1,320 Sec: £935	Indicative PPG as advised in School Budget Statement	£60,390
Total number of pupils	66	Number of pupils eligible for PPG	57	Actual PPG budget	£60,390

2. Summary of the PPG

The Pupil Premium is designed to ensure that funding to tackle disadvantaged students reaches those who need it most and has a positive impact upon narrowing the outcome gaps. The funding is allocated to Local Authorities and schools with students from Early Years to Year 11 who are looked after or have parents currently in the Armed Forces or are eligible for free school meals (FSM), including those eligible for FSM at any point in their childhood.

The attainment gap between students from deprived backgrounds and their more affluent peers is well documented through all stages of education. After prior attainment, poverty is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of the Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of non-FSM student. The gap continues to widen through secondary education and persists into higher education. The Government therefore believes that making additional funds available to schools will give the poorest children who achieve less well a better start in life.

The Government does not prescribe how pupil premium should be spent, believing that school are in the best position to decide on the basis of available evidence of what works well elsewhere - the appropriate strategies in their particular circumstances. This report highlights how the funding has been used and the impact that this as has had, as well as highlighting what plans are in place for future spending.

This report sets out how we intend to use Pupil Premium funding to support learners at Mo Mowlam Academy in the academic year 2019-20.

3. Key priorities

From the school's self evaluation and analysis of data, attendance has been identified as a significant barrier to learning. The reasons for non-attendance vary between mental health issues leaving students feeling unable to attend and engage in education, a lack of motivation and willingness to engage with learning or the absence of social boundaries and expectations which make non attendance acceptable within the family.

Poor attendance needs to be tackled on a needs basis to ensure the right intervention is in place for each young person. The approaches used will range but will always begin from a supportive and educative perspective ensuring families understand the importance of good attendance and have the skills required to ensure their child attends.

One aspect of ensuring sustained good attendance is providing an engaging and enriching curriculum appropriate to the needs of the students. Part of the curriculum offer to the students at Mo Mowlam Academy includes the opportunity to access learning experiences in a safe and controlled manner, which may not always be possible for low income families to provide. We aim to give each child the opportunity to develop their social skills in the community on a regular basis. This is made possible through the weekly enrichment offer, the outdoor education offer and the half termly trips and experiences.

The ultimate aim of the curriculum is to ensure that all young people are adequately prepared for adulthood, and in particular have the skills and qualifications required to access post 16 provision which is suitable to their needs and allows them to fulfil their potential and aspirations.

4. Barriers to future attainment (for pupils eligible for PPG)

Due to the specific nature of SEMH learners, as outlined in the Redcar and Cleveland SEND ranges, all students who attend Mo Mowlam Academy are already disadvantaged. The school must work relentlessly to ensure the best academic and social outcomes for all of the students. For those who are further disadvantaged, as defined by eligibility for the pupil premium grant, the work needs to extend beyond the school and include outside agencies and family workers to build a strong network of support around the young person.

Academic barriers (such as poor oral language skills)

A	Gaps in prior learning as a consequence of periods of exclusion and / or disengagement prior to attendance in specialist provision.
B	Access to formal learning and qualifications – many learners have had negative experiences which impact on engagement and willingness to access qualifications.

C	Many students with identified SEMH needs also have undiagnosed learning or communication needs which are evident when the SEMH needs are well met, and require further assessment and intervention.

Additional barriers (including issues which also require action outside the school such as low attendance rates)	
D	Poor attendance and / or engagement from the students and in some cases the family
E	Social issues which exist within the family and / or community and require a multi agency approach to resolve

5. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
A	Improve attendance of pupil premium students, by providing an appropriate curriculum which is engaging and interesting for learners. This will include access to vocational learning and work based placements for disadvantaged KS4 learners, including transport to access such placements as required. In KS2 and KS3, an enrichment programme and series of half termly trips aimed at developing social skills and the ability to access mainstream social environments will be in place.	Improved attendance. Improved attitudes in school. Student voice reports. Enrichment / Outdoor Ed planning. GATSBY compass report.
B	Improve attendance of pupil premium students by facilitating strong multi agency approach to meeting a variety of social, emotional and mental health needs.	Improved attendance. Improved engagement from families. Parent voice.

C	Ensure all students' co-existing learning / communication needs are accurately identified and appropriate support is in place to ensure end of KS4 qualifications are achieved, including access arrangements and specific interventions (e.g. Lexia). Ensure all gaps in learning are identified and plans are in place to intervene and 'plug' these gaps.	Internal progress data and externally accredited courses evidence progress of students. Interventions are in place and data such as learning ladders / lexia shows improvements. Access arrangement applications are approved by the exam board.
D		

6. Planned expenditure

Academic year		2019-20

Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
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• Source standardised tests which can give a true baseline assessment of students' prior learning and progress towards targets. • Moderation between the academies in the Trust. • Ensure all KS4 students have up to date assessments and access arrangements are applied for through exam boards. • Provide opportunities for screening students for coexisting learning / communication difficulties as required	Teachers have a clear understanding of individual students starting points and the targeted support they are entitled to in formal examinations. Staff are confident in their assessment and these assessments accurately predict outcomes in formal exams. Planning takes into account individual need and students achieve their target grades in formal exams.	Students accessing Mo Mowlam Academy have all experienced some form of exclusion from education, either through formal fixed term and permanent exclusion, or through timetabling out of the classroom environment as a consequence of SEMH difficulties. In order to accurately monitor progress and ensure interventions are timely, robust baseline assessments are needed. Research suggests unidentified cognition and / or communication needs are present in a majority of the prison population, therefore early identification in learners who display challenging and risk taking behaviours is essential	R. Glover	On a half termly basis	
Anticipated expenditure	£5,000 (Curriculum and Assessment Budgets)				

Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Ensure the outdoor learning and enrichment programmes available in school are engaging and provide meaningful learning opportunities. Work with out of school groups, e.g The Junction (Create Project) to provide meaningful opportunities for students outside of the school environment on evenings, at weekends, and during the school holidays.	Students are engaged in learning. Students report positive experiences of learning. Attendance improves. Academic outcomes improve. All students leave school with the formal qualifications needed to access the next stage in education.	Students with SEMH experience social isolation. Parents report through annual reviews that their children are often unable to access clubs and groups outside of school due to their additional needs. Access to additional support outside of school is limited to those who meet the high thresholds defined by children's services, especially where no learning disability is identified. The additional layer of disadvantage which exists for students from low income families who are eligible for pupil premium grants means that these experiences are often not provided by the family.	R Glover	On a half termly basis	

	Students' self-esteem improves, which has a positive impact on the above intended outcomes.				

Anticipated expenditure	£ 5,000 (Curriculum Budgets)

Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Work with LA Attendance and Welfare Service to support families in improving attendance. Ensure all students have appropriate transport to be able to access suitable provision and timetables according to individual need.	Improve attendance and engagement of pupils. % attendance of Pupil Premium students improves from the 2018-19 figure Ensure pupils go on to achieve relevant	Very low attendance of students means that academic progress is limited. Students who are not accessing full time education also suffer social isolation which can impact on other areas of their development and limit opportunities to prepare for adulthood. Disengagement from education leaves increased risk of involvement in crime and offending.	R. Glover	On a half termly basis	

Ensure personalised timetables are in place for the hardest to reach students, with a clear reintegration plan for increased engagement (e.g. home or community tuition and vocational placements for secondary students)	qualifications (including accredited vocational courses) to access post 16 training or education in line with aspirations and potential.				
Facilitate a multi agency approach to supporting attendance and engagement, co-ordinating the support from external agencies such as children's services, Youth Offending Services, CAMHS etc.	Students who cannot access formal learning on site are engaged and there are robust safeguarding arrangements in place with clear exit strategies.				
Anticipated expenditure	£7020 (AWS charge) + £18,785 (Est. annual transport charge); Proportion of outreach manager / well being mentor / home tutor salaries £25,000 = £50,805				

7. Additional detail