



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------|
| School name | Mo Mowlam Academy |
| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils | 84% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23 |
| Date this statement was published | 09.09.22 |
| Date on which it will be reviewed | 07.06.23 |
| Review and recommendations for approval | Academy Council |
| Statement authorised by | Standards Committee |
| Pupil premium lead | Rachel Glover-Principal |
| Governor / Trustee lead | Rosemary Nicholls |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £69,840 |
| Recovery premium funding allocation this academic year | £41,308 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £111,148 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was introduced by the Government in April 2011 to **provide additional support for Looked After Children and those from low income families**. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

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 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.

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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance of many PP students is poor, resulting in limited access to high quality teaching and learning |
| 2 | Behaviour of PP students is poor, and opportunities for them to practice and develop their social skills in the community are limited. Some students are unable to self-regulate to a point they can access full time education |
| 3 | Pupils/Students make very slow progress in reading, writing, communication/ English and Maths |
| 4 | Pupils/Students are experiencing low mood and/or poor mental health; some are engaging in risk taking behaviours outside of school |

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 attendance and engagement of pupils in KS4 through: <ul style="list-style-type: none"> personalised timetables relevant vocational courses enhanced transition to post 16 provision opportunities for 1:1 interventions to secure Maths and English qualifications. | KS4 attendance improves; KS4 student outcomes demonstrate that every student leaves school with a Maths and English qualification Students are engaged in future education, employment or training via a post 16 provision |
| Improve engagement of pupils in KS2 and students in KS3 by offering a rewards based approach to managing behaviour and incentivising learning. | A reduction in lost learning time (evidence by reduction in major incidents and fixed term exclusions) in KS2&3. An increase in the number of pupils/students who are achieving rewards each week and accessing enrichment activities. |
| Increase the rate at which pupils/students make academic progress towards their individual targets, by focussing on reading and the improvement of literacy skills. | Progress data will evidence that all pupils/students are making progress in academic subjects. |



| | |
|---|---|
| | KS4, students will achieve accreditation in Maths and English. |
| Provide pupils/students with the tools they need to regulate their own emotions | Reduction in major incidents / use of physical intervention; pupil / parent surveys show increase in number of responses around positive well being |

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: £28,518

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD to ensure a good understanding of the varied strategies which support young people - Team Teach, Thrive, OT, Peer Massage | EEF- Behaviour interventions- targeted support EEF- Metacognition and self-regulation Lost learning time records MIR data Feedback from staff, students and families. | 2 |
| Recruit additional teaching assistant to ensure group sizes are small for targeted support | EEF Small group tuition +4 impact | 1 |
| Training and supervision for PSA - Parental involvement in education (improved attendance) through support from PSA | EEF Parental engagement +4 impact | 1 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| HLTA time to provide identified interventions, | EEF- Teaching Assistant Interventions Pupil/student data tracking | 3 |

| | | |
|---|---|---|
| specifically around reading / literacy | | |
| Purchase of online learning platforms and IPADS to access these platforms for use during tutor time, after school and at home. Purchase of books and engaging reading materials | EEF- Mastery Learning Feedback from learning walks, staff, students and families | 3 |
| Access to a 'reading dog' to promote reading and encourage reluctant readers | EEF- Interventions- targeted support | 3 |

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

Budgeted cost: £52,630

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of personalised timetables, including vocational placements and enhanced transition to Post 16 provision, including the required transport | EEF- Small Group/Individual Tuition NEET Figures for previous academic year Feedback from staff, students and families. Curriculum Impact Report | 1 & 2 |
| Provision of occupational therapy and associated equipment | EEF- Metacognition and Self-regulation EEF- Individual instruction EEF- Behaviour Interventions Pastoral records Teaching & Learning QA docs Curriculum Impact Report | 2 |
| Access to wellbeing and counselling services on site | EEF- Behaviour Interventions EEF- Social and emotional learning Pastoral records | 2 |
| A rewards based approach to behaviour management, | EEF- Behaviour Interventions EEF- Social and emotional learning MIR data | 2 |



| | | |
|--|---|---|
| incentivising positive behaviours | Pastoral records Lost Learning Records | |
| Access to enrichment opportunities to develop and practice social skills | EEF- Outdoor Adventure Learning EEF- Aspirations Interventions Curriculum Impact Report | 2 |

Total budgeted cost: £111,148

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| PROJECT | SPEND | IMPACT | | |
|--|---------|---|---------------|--------|
| Quality of Education | | | | |
| Deliver personalised interventions to close the gap in literacy and numeracy. TA time allocated. | £16,387 | <p>The gap between PP and non PP pupils in primary has closed.</p> <p>In secondary, progress of some PP students has been impacted by attendance.</p> <p>Interventions in place evidence progress for individual pupils / students.</p> <p>100% of pupil premium Y11 leavers achieved a qualification in maths.</p> | | |
| Provide specific resources to aid concentration and ensure students can access learning in the classroom. | £3,000 | <p>OT resources purchased for both secondary students and primary pupils and are in use daily. There has been a decrease in the amount of lost learning times. Whilst data for the summer term does not reflect this decrease, this is due to the increased numbers in the academy. There are clear examples of young people who previously accessed limited education in their former school, who now access a full timetable and make use of the resources provided.</p> | | |
| Behaviour and Attitudes | | | | |
| Promote good attendance by removing barriers such as transport for those who are not eligible through the LA | £4,000 | <p>As a high proportion of students are disadvantaged, the gap that remains relates to a small cohort of young people. There are examples of pupil premium students whose attendance has significantly improved because of school facilitating flexible start / finish times and providing transport to support this. The attendance of both PP and non PP students has increased.</p> <p>Whole school attendance:</p> <table border="1" data-bbox="774 1993 1268 2072"> <tr> <td>Pupil Premium</td> <td>65.06%</td> </tr> </table> | Pupil Premium | 65.06% |
| Pupil Premium | 65.06% | | | |

| | | | |
|---|---------|---|--------|
| | | Non Pupil Premium | 84.88% |
| Access to wellbeing and counselling services on site | £8,000 | Students who accessed counselling services engaged well and good progress was seen in terms of mental health and well-being for all those who were supported. | |
| Reward good attendance and behaviour through enriching experiences where students can further develop their social skills | £3,000 | There were a range of enriching activities available to those young people who attended regularly. | |
| • Personal Development | | | |
| Ensure students in KS4 are prepared for the world of work by providing a variety of vocational placements. | £23,580 | The number of young people achieving a wider range of qualifications in Y11 has increased. Quality assurance activities have confirmed that the alternative provision is successful for these students, with 58% of Y11 pupil premium students leaving school with 4 or more qualifications (an increase from previous year). | |

Externally provided programmes

Detailed below are the names of any non-DfE programmes that were purchased in the previous academic year. This information has been included to help the Department for Education identify which ones are popular in England.

| Programme | Provider |
|---|--|
| Developed over the past 25 years, <u>Thrive</u> is a leading provider of tools and training to help adults support the social and emotional development of the children and young people they are working with. | www.thriveapproach.com |
| Therapeutic interventions for individuals | Acorn |
| Occupational Therapy programmes tailored to individual needs (including sensory assessments) and ideas for whole group work | Future Steps |

Service pupil premium funding (optional)

| Measure | Details |
|---------|---------|
|---------|---------|



| | |
|--|-----|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |



Further information (optional)

N/A