



**Montgomery High School**  
*An Academy, Language College and Full Service School*

# **Pupil Premium Strategy**

Approved by the Personnel Committee under the delegated power of the Full  
Governing Body 20/11/13

Review period: 3 years

## **The cohort**

Students who are accessing free meals (or have done so in the past 6 years), students entitled to the Service Premium, those Looked After and those accessing the Catch Up Premium.

## **Baseline data**

### **Aim**

The school's aim is for students supported by Pupil Premium Funding to have at least equal attendance, retention and achievement as all students nationally, if not better. We will:

- Improve levels of attainment and progress
- Close any attainment or progress gaps relative to school and national averages
- Ensure full access to the curriculum, including enrichment opportunities
- Have the same high expectations we have of all our students
- Support students with low or high level additional learning needs

### **Interventions**

The following interventions are based on the Sutton Trust's (together with the Education Endowment Foundation) toolkit, which outlines the most effective and cost-efficient ways of spending Pupil Premium Funding:

- Feedback (can add up to 8 months of progress)
  - The school has a strong assessment policy, which includes a focus on regular, high quality feedback. Increasing the amount and impact of feedback to student is a priority and would be of significant benefit to our learners who are supported by Pupil Premium.
    - Review the Feedback Policy and Procedures and reinforce with all staff
    - Collate and analyse evidence from lesson observations and other reviews to ascertain effectiveness of assessment policy (frequency and quality of written feedback) then report to Curriculum Area Leaders through School Improvement Board to develop increasingly effective practice
  - For the longer term, train additional learning support staff so that they can also assess students work and give enhanced feedback relating to specific programmes of study.
- Meta-cognition and self-regulation ("learning to learn") (can add up to 8 months of progress)
  - Teachers will specifically teach students explicit strategies to plan, to monitor and to evaluate their learning, and give them opportunities to use them with support and then independently.
    - When using approaches for planning, teachers will ask students to identify the different ways that they could plan (general strategies) and agree the best approach for a particular task (specific technique).
    - Monitoring involves identifying the key steps students need to be aware of as they go through a task to keep it on track. (Where might this go wrong? What will be the difficult parts?)
    - Evaluation can be part of the process of checking so that it feeds into the current task as it nears completion (Can you make it better? Are you sure this is right?). It can also feed forward into future tasks (What have you learned that will change what you do next time?).
  - This work will be incorporated into the MLC Programme to encourage staff to build these aspects into schemes of work.

- Peer tutoring (can add up to 6 months of progress)
  - Senior students to peer mentor younger students (as Student Leaders of Learning) including through the Partner Reading Scheme.
  - A space within the Library to be created for use by student peer mentoring groups. Break-out areas could also be used.
  
- Effective use of homework (can add up to 5 months of progress)
  - Homework is already routinely set and checked by tutors in school for all students, however the following advice supports the school's homework policy.
    - Planned and focused activities (e.g. in the form of a project or specific target connected with a particular element of learning) may result in additional learning benefits alongside homework which is regular and routine (e.g. learning vocabulary/completing problem sheets in mathematics every day) or not linked with what is being learned in class.
    - The purpose of homework should be made explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.
    - It should never be used as a punishment or penalty for poor performance.
    - A variety of tasks with different levels of challenge is likely to be beneficial.
    - The quality of homework is more important than the quantity. Students should receive feedback on homework which is specific and timely.
    - Homework will be available via the SIMS Learning Gateway
    - Homework processes and consistency will be monitored throughout the academic year
  
- Collaborative learning (can add up to 5 months of progress)
  - Collaborative learning has been a focus of the school in recent years, thus has become an integral part of teaching methodology. The school has invested heavily in expert training (e.g. Kagan and MYP) and coaching and the identification of active learning and differentiation are built into lesson observation criteria.
  - It is widely agreed that approaches which promote talk and interaction between learners tend to promote the best learning gains; this links to dialogic teaching in assessment for learning methodology.
  - Ensure students supported by Pupil Premium are contributing fully during collaborative learning activities.
  
- Summer schools (can add up to 3 months of progress)
  - The school already deploys a summer school which provides for students who received pupil premium funding in primary schools
  - The school has also provided successful follow-up mentoring to summer school students
  - This is to be extended to a Summer Maths Project designed to sustain capability across the transition from Year 6 to 7
  - Performance data review will evidence impact

The following additional interventions may also be of benefit:

- Early interviews with careers personnel to identify and/or establish career/higher education aims.
- Inclusion of the Pupil Premium cohort of students in visits to Universities/businesses.
- Inclusion in enrichment activities such as charitable events, events management, volunteering, work experience, sport, employment/HE talks.
- Pastoral support as appropriate. Careful consideration of Tutor Group allocation.
- Reading support.

- Extra tuition in GCSE Mathematics/English.
- Financial support to assist in getting to school and being well-equipped and well-nourished.

### **Considerations for subsequent years**

- The school should endeavour to ensure that our most talented teachers teach classes where there are high numbers of students supported by Pupil Premium (if possible)
- Continue to include challenging goals for all students including those eligible for Pupil Premium within the performance management review process

### **Monitoring and evaluation**

The cohort of students supported by Pupil Premium will be monitored and progress towards closing the gap evaluated as follows:

- Data Team to identify the cohort and Deputy Headteacher to ensure all staff know who these students are (flag in register and create SISRA groups)
- Data Team to analyse the profile of this cohort (gender/year group/ethnicity/additional learning needs/ gifted and talented (most able)/prior attainment)
- Headteacher to receive a progress report at the end of each data cycle
- Curriculum Area Leaders and Inclusion Manager to monitor attendance (and persistent absence), achievement, success, value added and progression through each data cycle
- Deputy Headteacher to ensure inclusion of this cohort in regular reports, for example, to SLT, to Governors, in CAL data monitoring meetings, through internal review and self-evaluation mechanisms
- CALs to seek feedback from students via discreet focus groups
- Director of Finance to monitor and report on termly expenditure
- Deputy Headteacher to monitor and report on termly impact
- Annual plans and evaluation reports published