

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic years) 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	Mortimer Community College
Number of pupils in school	1117
Proportion (%) of pupil premium eligible pupils	49.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was updated	2024
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	S Hignett
Governor lead	S Coldwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£572500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£572500

# Part A: Pupil premium strategy plan

## Statement of intent

At Mortimer, we look to ensure students receive the best education through individual support, both academically and pastorally. Students are at the centre of everything we do, and learning/emotional support is given through a student's journey at the school.

We work towards removing any barriers to learning students face such as, poor attendance, weak literacy and numeracy and emotional and behavioural difficulties, along with social issues that impact on a number of our students. Our pastoral and safeguarding team ensures the most vulnerable students in the Pupil Premium cohort are offered mentoring/counselling and emotional support as and when needed.

The senior leadership and head of departments/faculties work closely to ensure that all staff are supported in order that students can be assisted in the classroom and progress through different forms of assessment, matched to curriculum constructs, ensuring that students are monitored and checked throughout the academic year, for all year groups. Strategies and support are in place, in all curriculum areas, to tackle underachievement and remove barriers to learning, whether they be whole school or at department/faculty level. Early pastoral intervention is also key in ensuring our students receive the most appropriate support, in order that they can achieve. We have also invested in AI to assist Teaching this academic year.

## Challenges

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

Challenge number	Detail of challenge
1	Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
2	Some students with high prior attainment need additional help to enable them to fully achieve their potential.
3	All students need the highest quality of teaching in every classroom.
4	Some students struggle to attend regularly and of these some are persistently absent.
5	Some students need extensive pastoral support for a variety of reasons.
6	Some students struggle to manage their behaviour.
7	Some students need extra support in the classroom.

## 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
To ensure a narrowing in the variation in pupil outcomes for disadvantaged students.	Improved attainment and achievement for all PP students.
To implement a resilience/independent based culture in the school.	Pre-identified gaps in areas of the curriculum will have narrowed and progress will have been made by moveable underperforming PP students.
Improvement in the retention and application of knowledge of PP students.	Improved student outcomes within internal assessments and overall achievement.
Improvement in the use of retrieval practice within the curriculum.	All PP students to be able to retrieve more information, resulting in remembering more content, to assist with external outcomes. Step to Success non negotiables
The aspiration and ambition of PP students are significantly raised as they progress through the school.	PP students to be offered a range of extra curricular activities and support that can be accessed individually, or with support as and when required.  Careers lessons to also be introduced in order to boost aspirations.
Continue to improve school relations with external stakeholders.	Continued improvement of home school liaison with attendance and pastoral team. Continued improvement of use of classcharts in order for home to engage and assist with students learning.

Pastoral needs to be supported.	Decrease in the amount of exclusions and behavioral logs.
Improve the level of attendance within all year groups through targeted interventions.	To at least match national average and boost attendance over 3 year period.
Readiness to learn: The continuation of a breakfast club to provide pupils with a nutritious breakfast before school.	An increase in the number of students who are accessing the free breakfast each morning.

### 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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional Learning Support Assistant	Improving the quality and quantity of LSA's within school will offer a more in-depth level of support to our disadvantaged lower ability students. Historically groups of students have been removed resulting in the specialist knowledge of the teacher being omitted from the student. A greater number and liaison with planning with the teacher will ensure a more personalised/ better standard of education. This continues based on PP numbers	1,3,7
All ECTs follow bespoke in house training that tailors the need of the individual	ECT receive, support, training, mentors and SEND specific training in order to boost all students needs within the classroom.	1,2

Mentors to receive relevant training	All ECT mentors receive relevant training in order to support the development of all staff to assist student learning.	3
Staff CPD – internal and external provision	<p>All CPD is targeted whilst individual staff take responsibility, through performance management and their own time to identify areas of interest and improvement linked to the non-negotiables at Mortimer.</p> <p>Evidence Based Education – Working Group of 10 members of staff given access to EBE’s Great Teaching Toolkit, to develop practice and work with EBE to help them develop their CPD resources.</p> <p>Mortimer’s T&amp;L Research Group Foci – Cognitive Science, Boosting Motivation in the Classroom, Disciplinary Literacy.</p> <p>Literacy training to share good practice</p>	3
All LSA to be take part in CPD that mirrors that of teachers	LSA participate in bespoke training linked to their interest/developments.	3
In house counsellor training in order to train further counsellors	<p>To build capacity we are embarking on training counsellors in the school in 2024 in order that we can meet the complex needs of our students.</p> <p>To train future counsellors</p>	4,5

Appointment of further Maths and English teacher 2024/25	To build capacity and reduce class size in order that pupil premium students have the best possible chance of success with further support being available in lessons from staff.	1,2,3,7
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 64,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of in school staff targeting students	After school provision is ran by our class teachers as they know the students better than anybody. All students benefit from this personalised approach.	2,7
Recovery curriculum	Allowing students additional time to catch up on core elements of the basics through quality first teaching will narrow the variation in outcomes. This additional support will directly affect our disadvantaged cohort.	2,3
Form time literacy activities – with a focus on improving vocabulary and reading skills	Literacy engine introduced at form time, to boost the love of literacy and make text appealing and engaging.	1
GCSE pod, Sparx, TTRS, AI Tecahmate	Improving opportunities for all disadvantaged students to have access to the same resources for independent learning as all other students (EEF +4).	1,2
Use of in-house tuition to support the narrowing of progress variation within KS3 and KS4. As above	Small group interventions can improve the attainment levels for those involved. It has a moderate impact for relatively low cost (EEF +4).	2
HLTA early intervention	Small group interventions can improve the attainment levels for those involved. It has a moderate impact for relatively low cost (EEF +4).	1,7
Purchase of additional touch screen	The effective use of technology in the classroom brings the educational experience of	1,2,3



	every learner into the 21 <sup>st</sup> century. This will prepare all learners for the next steps in their educational journey and furnish all teaching staff with the best resources to improve outcomes through quality first teaching.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £308,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the library facilities for all students in year 7 (including ensuring all students are enrolled in the library services), and workshops with visiting writers for some students in KS3. Library to be refurbished 2024/25.	Improving levels of literacy and oracy have a large impact on achievement for a relatively low cost. This could include reading out loud, explicitly enhancing the level of vocabulary and curriculum focused dialogue. (EEF + 6)	1
Uniform and equipment	Extra purchase of uniform to either loan or supply PP students as and when required.	5
Funding for trips and school activities	Funding is available for school trips (including residential visits) and activities e.g. prom, leavers hoodies etc. – for PP students who may otherwise not be able to take part. Parents/carers contact the Head of Year to discuss and necessary arrangements are discretely put in place.	5

Purchase of two new mini-busses	This will support and develop the cultural capital of our most disadvantaged students. More extra-curricular activities and planned school trips and residential can now be planned to facilitate the cultural capital improvements. (EEF +4)	2,5
Extra Attendance officer recruitment and admin	In order to assist attendance extra staffing have been put in place to work with families, especially as attendance nationally has dipped after Covid-19. These include, home visits, 1 to 1 meetings and support for students linking in with pastoral.	4,5
Extra Safeguarding recruitment	As with attendance, we have doubled our capacity in this area in order to support and assist all students, including our most vulnerable, many of which are PP.	4,5
Extra Pastoral recruitment	We have a non-teaching pastoral team. This ensures that someone is always available to support parents and students. A non-teaching HOY and AHOY have now been appointed for key stage groups groups, along with an Alternative provision HOY for non attending students.	4, 5,6
Wellbeing/ mental health whole school events timetabled and linked to SMSC RSE provision	Whole school/year drop down days including wellbeing, fitness, Humantopia all timetabled to boost the awareness and wellbeing of all students at Mortimer.	4,5,6

Breakfast club to provide a nutritious breakfast to start the day	To support our most disadvantaged students in accessing a meal before they start the school day.	2,4
Aspire awards	End of year awards ceremony where all success is rewarded and not solely based on academia.	1,2,5
Wall art purchase within the school	Improving the learning environment for students will raise their aspirations and expectations of what is required within that learning space linked to future careers and where subjects can lead them to.	3
Financial support to ensure the most disadvantaged students access all extra-curricular trips including trips abroad to improve cultural capital	There is a wide evidence base indicating that outdoor activities and learning can have a positive impact on outcomes such as self-efficacy, motivation and team work.	2,5

**Total budgeted cost: £ 594868**

## 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 2022 to 2024 academic year.

		A8	P8	9-5 En	9-5 Ma	9-4 En	9-4 Ma	9-5 E&M	9-4 E&M
Pupil Premium	2023	37.5	- 0.64	36.7	24.8	56.9	49.5	20.2	40.4
	2022	40.2	- 0.58	43.8	27.1	68.8	39.6	22.9	36.5
	2024	41.1	- 0.43	17	21.5	47.3	44.86	26.2	38.1
Not Pupil Premium	2023	47.9	- 0.07	63.6	45.5	79.5	70.5	42.0	67.0
	2022	48.7	- 0.02	62.3	40.3	84.4	70.1	33.8	64.9
	2024	34.83	- 0.12	50.0	44.86	67.7	67.29	34.3	59.6
NPP - PP	2023	10.4	0.57	26.9	20.7	22.6	21.0	21.8	26.6
	2022	8.5	0.60	18.5	13.2	15.6	30.5	10.9	28.4
	2024	6.27	0.31	33	23.36	23.4	20.4	8.1	21.5

As the data demonstrates, there have been successes in narrowing the gap. However, the data is not a true trend, as the comparison is against teacher assessment compared to 2023 & 24 of formal grade boundaries and 2021 a mixture of grade boundaries taking into account teacher assessment and bridging between the two dates in 2022's hybrid model of grade boundaries. The data demonstrates some successes of PP headline figures, particular 9-4 EM which has seen a higher attainment against a harsher set of grade boundaries/assessment to that of previous years. Indeed the 9-4 grades have seen PP students perform well against previous TA. However, the school, with the strategies outlined previously, are looking to improve on this along with the grade 5s for pupil premium students. Despite harder grade boundaries as examinations return to full after Covid settings, Pupil Premium students show they are improving.

The extra support that we have put in place for pastoral, attendance, safeguarding, learning support, live marking (priority check-in) and staff training will ensure that all students will improve their results and strategies outlined in this document will help PP students continue to progress.

As the curriculum, intervention, attendance, mental health all continue to be our focus, exam results will continue to improve as strategies are embedded.

*Further information that will supplement our PP students:*

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Teacher Feedback to Improve Pupil Learning | EEF ([educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk)) Our live marking and priority check in ensures this happens in all lessons.
- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour,
- After school revision sessions.
- After school clubs
- Study skills support for year 11