

Pupil premium strategy statement (secondary) – November 2017

1. Summary information					
School	Skegness Academy				
Academic Year	2017/18	Total PP budget (approx.)	£456,513	Date of most recent PP Review	6/10/17
Total number of pupils	851	Number of pupils eligible for PP	427	Date for next internal review of this strategy	Nov 17

2. Current attainment (SISRA November 2017, Unvalidated)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Progress 8	-0.99	-0.52
English Progress 8	-1.22	-0.95
Maths Progress 8	-1.16	-0.61
EBacc Progress 8	-1.63	-1.22
Open Progress 8	-0.09	0.53
9-4 English & Maths (standard pass)	23.9%	34.8%
9-5 English & Maths (strong pass)	5.7%	16.3%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low attendance and punctuality.
B.	Low aspirations.
C.	Low Literacy skills and chronological reading ages.
D.	Low Mathematical ability.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental support and engagement.
F.	Lack of basic requirements (food, equipment, health and clothing)

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased and consistent attendance of Pupil Premium pupils.	A minimum of 2% increase in attendance of Pupil Premium pupils.
B.	Higher aspirations.	Students feel comfortable to take risk in lessons, through decision making, in their work and by giving extended responses both verbally and in writing. Possible destinations are not limited by geographical location.
C.	Improved rates of progress in literacy.	Progress in English and literacy improves across all key stages, internal data shows improvement validated by the QA process, students have the ability to write effective exam answers
D.	Improved rates of progress in mathematics.	Progress in mathematics improves across all key stages, internal data shows improvement validated by the QA process, students have the ability to write effective exam answers
E.	Parents are more supportive of the academy.	Increased participation by parents at academy events by 10%.
F.	Students are equipped and ready for learning.	Breakfast club participation increases. Learning is not impacted by lack of basic equipment.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all - Addressing barriers to learning (ABL)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
A-F	Barrier identification	Pastoral team identify barriers to learning for individual Pupil Premium pupils. Utilising knowledge of pupil background to inform QFT.	Process created with guidance notes which are designed to provide a consistent approach. Quality assurance by Senior Assistant Principal on a sample.	HOY/SAP	Regular reviews built into ABL process.	
	Strategy identification	Personalising the strategies to meet pupils' individual needs.				
	Strategy sharing	Barriers and strategies collated centrally on the MIS so that teachers are fully informed about each pupil.				
	Adaptation of short and mid-term planning to incorporate identified strategies using 2017/18 proforma.	Ensuring that identified strategies are implemented and being utilised in lessons.	Faculty Triads will QA through regular reviews of Schemes of Learning through the Teaching & Learning Board (TLB). Standards & Progress Board (SPB) to carry out reviews of strategies being triangulated in lessons.	Curriculum Leader, Faculty Triads and teaching staff		
	QA of implementations					
	CPD on improving quality of feedback.	EEF research states that good feedback is the most effective intervention for improving progress	Whole staff CPD to ensure continuity and Faculty based CPD for specific subject area.	SKE, ESW		December 2017.
	Individualised CPD with the GAT Learning Alliance.	Triangulated from QA process to address areas for development relating to specific strategies.	Monitored through annual lesson observation cycle and through PDR mid-year review.	Line Management Structure		QA calendar.
	QA of internal assessments	Ensuring assessments are fit for purpose and inform teacher planning to raise prediction accuracy.	QA by Trust EBacc Advisers and other specialists within the Trust to ensure consistency.	EBacc Advisers, Curriculum Leaders		At each data point check.
	Evaluation of impact	Ensure that strategies are addressing the barriers identified and having the expected impact.	Above plus through Data Drops and Faculty analysis.	Faculty Triads		As above and also through Data Drop timeline.
Teaching staff PDR target to focus on PP.	Prioritises PP progress and achievement.	Regular QA and monitoring of ABL implementation.	Line Management	Each Data Drop and PDR review cycle.		

	Implementation of new Board and Faculty structure along with revised data collections and analysis. Revised target setting approach to allow for personalised targets that are achievable with a degree of aspiration.	Restructured line management structure to clarify accountability of PP provision.		Structure	
C	Appointment of a Literacy Lead for the Academy to promote literacy across the curriculum. Aim to reduce the gap between PP and non-PP for actual reading age and chronological reading age. Implementation of a literacy marking strategy across the Academy that is evident in all Faculties.	GL Assessments show that literacy rates and reading ages are below average. EEF evidence shows that children benefit from a balanced approach to literacy that includes a range of approaches delivered across the curriculum.	Intervention runs on a regular cycle and is monitored and evaluated by the SENCo and Curriculum Leader for English.	LSW, English Faculty	Termly data drops and end of Intervention cycle review.

Total budgeted cost £280,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A and E	Redefine roles and responsibilities in relation to attendance (tracking and monitoring).	Poor attendance negatively affects attainment. Pupil Premium attendance for 2016/17 was lower than the overall attendance at 90.17%. More EWO time available for targeted support for PP pupils.	EWO to work specifically with low attending PP pupils to raise attendance and evaluated as part of ABL.	EWO Team, Faculty Triads.	Regular reviews built into ABL process and through weekly attendance meetings.
F	Uniform given to all PP students in Y7, Y10 and Sixth Form. Additional uniform needs met when required.	Students are dressed appropriately and can attend the academy feeling confident and happy in their appearance.	High level of attendance and intervention in place via EWO if falls below expected target.	HOY, EWO.	Weekly attendance figure
A and F	Re-launch of Breakfast Club.	Pupils are not coming to school hungry. EEF evidence shows that breakfast makes a real difference to concentration. Addresses other barriers that PP pupils may face such as wellbeing, literacy and numeracy levels.	Extensive publicity and specific invitations to target other barriers.	SENCo, Breakfast Club staff.	Half termly meetings with SENCo.
C	Re-launch strategic and rigorous approach to develop reading for pleasure in Y7-11.				
B, C and D	Purchase of GL Complete Digital Solutions to provide targeted	GL Assessment data shows areas of weakness and where intervention is required	Intervention runs on a regular cycle and is monitored and evaluated by	SENCo, Curriculum	Termly.

	intervention (1:1 and small groups) for English and mathematics through the English and mathematics faculties along with the SEN intervention team.	from the Inclusion Team.	the SENCo and Curriculum Leaders for Maths and English.	Leaders – Maths and English.	
A and B	Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate.	To engage, motivate and improve the attendance of Pupil Premium students through the provision of a bespoke curriculum to suit their individual needs.	Regular review of alternative provisions and continued attendance and application/progress on course. Minimal number of students accessing internal alternative provision multiple times.	SKE, STO, BIB	Termly
B	1 day a week of external CIAG support dedicated to Pupil Premium pupils to help raise aspirations improve focus and drive in lessons to succeed.	Director of careers and external advisor supports students in guidance, option choices and knowledge of post 16 opportunities. Increase the number of Pupil Premium pupils progressing to Post 16. 2016 converted 39% of Pupil Premium pupils from Year 11 to Year 12. Pupil Premium pupils have low aspirations and knowledge of future progression routes.	Timetable of careers appointments to ensure all Pupil Premium pupils are given dedicated directed time as an individual and have an action plan to take home.	EDR, LOL, SDE	Weekly updates from independent Careers Advisor
A	DHOY to be on duty in Student Reception each morning and be the first point of contact if the child arrives before 9.05am. If they arrive after 9.05am then they are met by the EWO upon arrival at the school. Absence phone calls are prioritised for PP pupils and PP PA pupils.	Poor attendance negatively affects attainment. Pupil Premium attendance for 2016/17 was lower than the overall attendance at 90.17%.	DHOY and EWO to keep logs of intervention put in place to support increased punctuality.	EWO, DHOY	Weekly attendance data.
B, C and D	Purchase of revision guides for all subjects. Pupils are aware of how to use them and linked to classroom delivery.	Students, traditionally, do not have access to basic revision material.	Curriculum Leaders to ensure delivery of guides. Improved exam results.	Curriculum Leaders, Teaching & Learning Leaders	Easter 2018
Total budgeted cost					£126,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B	Y9 pupils to participate in 'Prison Me, No Way'	Use this programme to show students the reality of what happens if you get things wrong. Internal exclusion data for 2016/17 showed that Year 8 had the highest rate of exclusions at 28% of the overall exclusions with Y9 following with 20%. Helps pupils to make the right choices.	Reduced number of NEET's. Tutors to attend all sessions with their tutor groups to ensure a teamed up approach to changing attitudes and behaviour.	KLA	Easter 2018
B	Outward Bound Experience	Allowing students to experience "out of education" opportunities to develop their ability to solve problems and work as a team will improve their confidence upon the return to school.	Planned trip for all of Y7 in January 2018	LDA	February 2018
B and E	Partnership with LincHigher to raise aspirations of Pupil Premium children in Y9-13.	To increase participation in Higher Education for those pupils from lower socio-economic backgrounds and encourage more first in the family university applications.	Regular evaluation of strategies and courses provided by LincHigher. Personalisation of the offer to SKA through the Regional Co-ordinator. Increased number of Pupil Premium pupils staying on for Post 16 study and applying through UCAS to University.	LOL, KLA, DFI, HWI, TPA	On-going
Total budgeted cost					£50,500

A. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved knowledge of how to teach PP students	CPD focus in T2 is marking and feedback	Investment in Classcharts – seating plans, tracking and monitoring positive and negative behaviour.	Continue for 2017/18.	
Improved knowledge of how to teach PP students	Staff CPD to have a PP focus to include how to interpret data	Low P8 scores in final outcomes	More support from GAT Central Team on data. Newly restructured SLT and data collection methods.	
Improved knowledge of how to teach PP students	Staff fully aware of new class charts system to highlight PP on seating plans	Low P8 scores in final outcomes	Continue for 2017/18.	
Improved knowledge of how to teach PP students	Department budgets to have allocated % to be spent directly on PP students	Effective intervention strategies will be employed by all staff	Revision material bought for all pupils in English and maths.	£4,000
Improved knowledge of how to teach PP students	Humanutopia	Staff don't have full awareness of PP background or comprehension of PP student lives	Positive feedback received from staff. Supported the development of the House System and House Captains.	£4,000
Improvement of Quality First Teaching	Targeted CPD with the GAT Learning Alliance	High quality CPD by trust champions and external providers	Low attendance on courses. Higher uptake of Learning Alliance courses to be promoted in 2017/18.	£5,150

Staff fully aware of PP progress within their lessons	Teaching staff PDR target to focus on progress of all students to encompass PP	Staff focus on progress will drive intervention within lessons and allow for early identification for out of lesson intervention	Will continue with more emphasis for 2017/18. Introduction of the Standards & Progress Board to support the raising of attainment for PP students.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance in line with the academy target to be in line with national average	One EWO to directly work with the PP students whose attendance falls below 95%	1.9% difference between PP and non PP pupils.	Continued for 2017/18 with PP pupils prioritised for intervention and support.	£20,000
Increased knowledge of PP attendance with all stakeholders	EWO to share knowledge of interventions and outcomes with HoY and DHoY	Reorganisation of attendance structure to allow for more collaboration and a clearer structure of escalation for low attendance.	Continued for 2017/18.	
Increased knowledge of PP attendance with all stakeholders	EWO to share knowledge of interventions and outcomes with parents	EWO working with one tutor group raised their attendance in one term by 42%. Introduction of RAG letters to parents each term to involve them with their child's attendance and see the impact of their absence.	Attendance Monday's rolled out across the Academy.	
Improved attendance in line with the academy target	Uniform given to all PP students in Y7	Uniform provided to all students so PP do not feel singled out. Positive report received from Ofsted on student presentation and attire.	Continued for 2017/18 due to high level of local deprivation.	£2,600

Improved attendance in line with the academy target	Provision of a breakfast club	Medium impact – accessed by a small number of pupils. To be developed for 2017/18.	Breakfast club to be more structured with life skills activities including preparing breakfast and participating in educational activities. Higher engagement to be encouraged by Standards & Progress Leaders.	£5,850
Improved literacy skills and reading ages	Appointment of Literacy Lead	N/A	Due to Academy restructure of roles and responsibilities this did not happen.	-
Improved literacy skills and reading ages	Purchase and delivery of Accelerated reader	N/A	Was not purchased due to Academy restructure. Intervention for 2017/18 to be managed from within the Faculties with specialised SEN intervention coming from the SEN team.	-
Improved literacy skills and reading ages	Drop it and read with comprehension based activities plus kindle reward	N/A	Was not purchased due to Academy restructure. Intervention for 2017/18 to be managed from within the Faculties with specialised SEN intervention coming from the SEN team.	-
Improved literacy skills and reading ages	Tutor time reading activity with Y7 and Y8 to include comprehension and fb	Improved confidence in lessons with reading.	Continued as part of the KS3 pastoral programme in tutor time.	
Improved outcomes in English and Maths	Intervention staff for English and Maths	Intervention provided but outcomes were low. English: -1.18 (Disadvantaged: -1.26) Maths: -1.17 (Disadvantaged: -1.41)	Intervention for 2017/18 to be managed from within the Faculties with specialised SEN intervention coming from the SEN team. Standards & Progress Board to monitor impact of intervention.	£20,000
Improved outcomes	Director of achievement			£75,000
Learning Mentors	Delivery of 1:1 or small group interventions for PP students	Low impact. All elements except the Open Element were significantly negative. Progress 8 Score: -0.97 (Disadvantaged: -1.14)	Restructure of Y11 Mentor team with mentors now being assigned to Faculties to provide more personalised and specific support. Three Learning Mentors to remain in Y11.	
Improved knowledge of PP interventions	DoA and LM to keep WASP document			

Improved final outcomes	Small group intervention to be delivered by class teachers			
Bespoke Curriculum	Accessing local college courses	2x students on full time AP in Y10. 1x student participating in work experience at a local electrical firm with the prospect of full time employment when he leaves school.	Continue to develop links with local providers. Redevelop of the curriculum for KS4 to ensure appropriate and suitable coverage of buckets.	
Alternative provision	Personalised learning programmes to break down barriers to learning	Use of Acorn Free School and Build a Future to ensure our pupils are on personalised pathways that they can be successful in.	Continued for 2017/18.	£60,000
Work experience	All PP students to access WE in appointed academic year	Did not take place.	-	-
Raise aspirations	Careers support and Guidance	All PP pupils in the Academy have had a 1:1 careers meeting with the Independent Careers Adviser along with a detailed action plan.	NEETs remain low for both Year 11 and Year 13. Careers to be incorporated into the 2017/18 curriculum and action plans to be sent home to parents to involve them in their child's future progression.	£6,825

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP students have the ability to revise effectively	Purchase of revision guides for all subjects	All pupils provided with revision guides. Low impact. More emphasis next year on effective revision techniques.	Continue but more staff CPD on effective revision and information retention.	£4,000
All PP students have the ability to revise effectively	Purchase of iPads/tablets with revision apps		N/A	

Raise aspirations	Into University project	Year 9 participated in the Project. DD HAPS attended BGU to raise aspirations.	Continue and develop with the work with LinHigher.	£10,000
Raise aspirations	"Prison me no way"	Year 9 participated. Students able to make correct choices for their GCSE choices and direction for their future	Continue for next year. Promotes personal wellbeing and safety along with PHSE development.	£800
Raise aspirations	Humanutopia	Significant number of pupils in KS3 given Sixth Form mentors trained by Humanutopia.	No plans to continue for 2017/18.	£4,000
Effective leadership of PP	DP and AP assigned to lead and deliver PP	Part of Academy Leadership restructure.		£10,000
Sharing of best practice	Collaboration with trust colleagues	Low impact. Progress 8 significantly below floor.	Profile and support from Ebacc advisers to be development for 2017/18.	

B. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

In May 2017, the Skegness Academy was judged to be overall Inadequate (Grade 4) in all areas except Sixth Form which was judged to be Requires Improvement (Grade 3).

Within the official report, Pupil Premium is referenced in the following ways:

- Improve the quality of leadership by ensuring that
 - The use of the pupil premium funding is monitored efficiently and that it addresses the barriers to learning experienced by all eligible pupils.
 - Ensuring that those responsible for governance have effective oversight of the impact of external government funding, including the pupil premium

The management of the pupil premium funding is inadequate. The pupil premium strategy is too vague and does not ensure that the funding is making enough difference for eligible pupils.

The external review of pupil premium spending, conducted by the trust, has had limited impact.

The pupil premium funding allocated to improve the attendance of eligible pupils is having limited impact. Many more disadvantaged pupils than other pupils nationally are regularly absent from school.

Ofsted recommends that an external review of the school's use of the pupil premium funding is carried out, in order to improve this aspect of the school.

