

## Pupil premium strategy statement (secondary)

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

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	16.7%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	41.4%/42.5%	75.8% / 73.4%
Progress 8 score average	-0.74	0.12
Attainment 8 score average	34.46	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Pupil Premium pupils have lower attendance and are less punctual.
B.	Pupil Premium pupils achieve less well in mathematics.
C.	Literacy skills and chronological reading ages.
D.	Pupil Premium pupils have low aspirations.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Parental support and engagement.

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress of Pupil Premium pupils.	The gap between those pupils that receive Pupil Premium and those that do not is significantly reduced.
<b>B.</b>	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
<b>C.</b>	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
<b>D.</b>	Data conveys improved behaviour of Pupil Premium pupils.	Decrease in the number of Pupil Premium pupils who are fixed term excluded.
<b>E.</b>	Parental engagement is more supportive of the academy.	Increased participation by parents at academy events by 10%.
<b>F.</b>	Increased and consistent attendance of Pupil Premium pupils.	A minimum of 2% increase in attendance of Pupil Premium pupils.

## 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

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?
<p>A. Improved progress of Pupil Premium pupils.</p> <p>D. Data conveys improved behaviour of Pupil Premium pupils.</p> <p>F. Increased and consistent attendance of Pupil Premium pupils.</p>	Newly introduced lesson planning proforma for 2017/18. All staff required to plan all lessons.	<p>To improve engagement, enjoyment and attainment across all subjects.</p> <p>Low P8 scores in final outcomes 2017. P8: -0.97 (disadvantaged -1.14)</p> <p>A focus on quality first Teaching &amp; Learning for 2017/18 in order to increase compliance to the teacher standards.</p>	Staff development within Faculties to ensure teachers know how to use the new lesson one page profile and differentiate suitably.	SKE, ESW, T&L Leaders	Termly
A. Improved progress of Pupil Premium pupils.	CPD focus in T2 is marking and feedback.	EEF research states that good feedback is the most effective intervention for improving progress	Staff CPD sessions are organised by SLT lead	SKE, ESW	December 2017
A. Improved progress of Pupil Premium pupils.	Staff fully aware of class charts system to highlight PP on seating plans.	Low P8 scores in final outcomes 2017. P8: -0.97 (disadvantaged -1.14)	Subject reviews and Faculty QA.	Curriculum Leaders, SLT	Each subject review, on-going QA process, lesson drop ins.
A. Improved progress of Pupil Premium pupils.	Targeted CPD with the GAT Learning Alliance	High quality CPD by trust champions and external providers.	Through subject review/lesson observations, departmental CPD plans to increase the % of good or better lessons and PP students making good progress	SKM, ESW	On-going
A. Improved progress of Pupil Premium pupils.	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.	LM meetings with SLT, drop ins,	SLT, S&P Leaders, T&L Leaders	Each Data Drop

B. Improved rates of progress in mathematics.	Implementation of new Board and Faculty structure along with revised data collections and analysis	Faculties to manage, implement and monitor their own intervention with planned and minimal removal of pupils from lessons for intervention.	Through data analysis at each Data Drop and the Curriculum Leaders, Standards & Progress Leaders and Teaching & Learning Board meetings.	SLT, S&P Leaders, T&L Leaders	Each Data Drop
C. Improved rates of progress in literacy.					
<b>Total budgeted cost</b>					£150,000

## 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?
F. Increased and consistent attendance of Pupil Premium pupils.  E. Parental engagement is more supportive of the academy.	One EWO to directly work with the PP students whose attendance falls below 95%. Pastoral structure revised to promote the role of the tutor as the first point of call for attendance to encourage more positive relationships between pupils and staff. Introduction of 'Attendance Mondays' to raise the profile of good attendance. Letters to be sent out termly to all parents on Red, Amber or Green paper depending on where their child's YTD attendance sits.	Poor attendance negatively affects attainment.  Pupil Premium attendance for 2016/17 was lower than the overall attendance at 90.17%.	EWO has logged intervention records with each student who falls into the category and we see an improvement in attendance.	JLB, AHI, HOY	Weekly attendance figure
F. Increased and consistent attendance of Pupil Premium pupils.	Uniform given to all PP students in Y7, Y10 and Sixth Form.	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.	LDA, JLI, AHI	Weekly attendance figure
F. Increased and consistent attendance of Pupil Premium pupils.	Provision of a breakfast club	Students are ready for learning as they have been fed and watered.	Breakfast club is staffed and planned for the academic year.	VCR, MPA	Weekly attendance figure

<p>C. Improved rates of progress in literacy.</p>	<p>Tutor time reading activity with Y7 and Y8 to include comprehension.</p>	<p>Guided reading to support understanding and accurate knowledge of texts and structure.</p>	<p>Mapped into the weekly tutor activities that are monitored via the QA process. Overall and AR progress.</p>	<p>LCM, LDA, CHA</p>	<p>Data Drop entries and QA of tutor time</p>
<p>A. Improved progress of Pupil Premium pupils. B. Improved rates of progress in mathematics. C. Improved rates of progress in literacy.</p>	<p>Targeted intervention (1:1 and small groups) for English and mathematics through the English and mathematics faculties along with the SEN intervention team.</p>	<p>Low Progress 8 score for English and mathematics 2017. English Progress 8 Score: -1.18 (Disadvantaged: -1.26) Mathematics Progress 8 Score: -1.17 (Disadvantaged: -1.41) Basics: English &amp; Mathematics: 11% (5+) and 29.4% (4+).</p>	<p>Regular monitoring by SENCO and Curriculum Leaders for English and mathematics. Impact measured through Data Drops.</p>	<p>LOL, Curriculum Leaders, Teaching &amp; Learning Leaders, SENCO</p>	<p>Data Drop entries</p>
<p>D. Data conveys improved behaviour of Pupil Premium pupils. F. Increased and consistent attendance of Pupil Premium pupils.</p>	<p>Accessing local college courses and personalised learning programmes to break down barriers to learning. Review of internal alternative provision including the Bridge, Internal Exclusion Centre (IEC) and supportive personalised plans e.g. PSP.</p>	<p>To engage, motivate and improve the attendance of Pupil Premium students through the provision of a bespoke curriculum to suit their individual needs.</p>	<p>Regular review of alternative provisions and continued attendance and application/progress on course. Minimal number of students accessing internal alternative provision multiple times.</p>	<p>SKE, STO, BIB</p>	<p>Termly</p>
<p>A. Improve progress of Pupil Premium pupils. E. Parental engagement is more supportive of the academy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>EDR, LOL, SDE</p>	<p>Weekly updates from independent Careers Advisor</p>

<p>F. Increased and consistent attendance of Pupil Premium pupils.</p>	<p>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.</p>	<p>Poor attendance negatively affects attainment.  Pupil Premium attendance for 2016/17 was lower than the overall attendance at 90.17%.</p>	<p>DHOY and EWO to keep logs of intervention put in place to support increased punctuality.</p>	<p>EWO, DHOY</p>	<p>Weekly attendance data.</p>
<p>C. Improved rates of progress in literacy.</p>	<p>Appointment of a Literacy Lead for the Academy to promote literacy across the curriculum.</p>	<p>GL Assessments show that literacy rates and reading ages are below average.</p>	<p>Regular QA through English Faculty and RAB meetings.</p>	<p>LSW, English Faculty</p>	<p>Termly data drops.</p>
<p><b>Total budgeted cost</b></p>					<p>£220,000</p>

### 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?
A. Improved progress of Pupil Premium pupils.	Purchase of revision guides for all subjects.	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
D. Data conveys improved behaviour of Pupil Premium pupils.	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%.	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
A. Improved progress of Pupil Premium pupils. B. Improved rates of progress in mathematics. C. Improved rates of progress in literacy.	Collaboration with Trust colleagues for shared moderation.	Using the Trust model of support and guidance to improve outcomes.	Initial review, support and guidance with follow up QA.	Ebacc advisors, Curriculum Leaders, Teaching & Learning Leaders	On-going
A. Improved progress of Pupil Premium pupils. D. Data conveys improved behaviour of Pupil Premium pupils. E. Parental engagement is more supportive of the academy. F. Increased and consistent attendance of Pupil Premium pupils.	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
A. Improved progress of Pupil Premium pupils.	Investment in GL Assessment Suite for KS3	Introduction of start of year and end of year progress tests for English, mathematics and Science. Externally validated data to inform teaching, learning and appropriate setting and	Through data analysis, book looks, observations and drop ins. Regular use of the tests to monitor progress against teacher assessment.	LOL	On-going through data drops

		intervention.			
A. Improved progress of Pupil Premium pupils. E. Parental engagement is more supportive of the academy.	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
<b>Total budgeted cost</b>					<b>£86,500</b>



<b>A. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016/17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved knowledge of how to teach PP	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.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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	N/A	Was not purchased due to Academy restructure. Intervention for 2017/18 to be managed from within the Faculties with specialised SEN intervention	-
Improved literacy skills and reading ages	Tutor time reading activity with Y7 and Y8 to include	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 LinchHigher.	£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.

