



SKEGNESS ACADEMY

PUPIL PREMIUM POLICY 2018/19

Author	L Oldfield
Date Written	September 2018
Updated	October 2018
Review Date	January 2019

Overview

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. In accordance with the DFE Pupil premium: funding and accountability for schools (September 2017), pupil premium funding is available to:

- Schools maintained by the local authority, including:
 - Special schools, for children with special educational needs or disabilities
 - Pupil referral units (PRUs), for children who can't go to a mainstream school
- Academies and free schools, including:
 - Special academies, for children with special educational needs or disabilities
 - Alternative provision (AP) academies, for children who can't go to a mainstream school
- Voluntary-sector AP, with local authority agreement
- Non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992.

The pupil premium was introduced in April 2011. Pupils who have been registered for Free School Meals (FSM) at any point in the last 6 years (known as 'Ever 6 FSM') are eligible for the pupil premium. Schools also receive funding for Looked After, adopted or children of service personnel. These students are referred to as being disadvantaged.

The use of Pupil Premium 2018/19

At the Skegness Academy for the financial year 2018 to 2019, our school will receive £935 additional funding for each pupil in Years 7 to 11 who are currently registered or who have been as eligible for free school meals at any point in the last 6 years as part of the Ever 6 FSM. In addition to this, we will receive £1900 for each pupil who falls into one of the following categories:

- Identified in the January 2017 school census or the alternative provision census as having left local-authority care as a result of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

DFE: Pupil premium: funding and accountability for schools (September 2017)

The approximate amount of funding that the Skegness Academy will receive for the financial year 2018 to 2019 is approximately £441,576.

See below for an outline of the Academy context.

School Details																		
Head Teacher	Mr Gary Carlile			Governance			Academies			School Years			Year 7 to Year 14					
School Phase	Secondary			Local Authority			Lincolnshire			Pupils of this school			912					
Key Pastoral Factors																		
	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Free School Meals	33.33%	47	26.80%	41	33.33%	54	32.77%	58	25.77%	42	11.76%	6	6.00%	3	20.00%	3	27.85%	254
English as Addl Language	2.84%	4	7.84%	12	6.79%	11	2.82%	5	2.45%	4	7.84%	4	20.00%	10			5.48%	50
Pupil Premium	59.57%	84	48.37%	74	54.32%	88	56.50%	100	52.15%	85	11.76%	6	6.00%	3	20.00%	3	48.57%	443
Medical Condition			13.07%	20	9.88%	16	27.68%	49	22.09%	36	19.61%	10	18.00%	9	26.67%	4	15.79%	144
Service Children			0.65%	1													0.11%	1
In Care			0.65%	1	1.23%	2	1.13%	2	0.61%	1			2.00%	1	6.67%	1	0.88%	8
Gifted and Talented			0.65%	1			13.56%	24	12.88%	21	9.80%	5					5.59%	51
SEN Needs	14.89%	21	26.14%	40	27.16%	44	25.42%	45	22.09%	36	15.69%	8	6.00%	3			21.60%	197
SEN Status	31.91%	45	14.38%	22	17.90%	29	21.47%	38	26.99%	44	13.73%	7	6.00%	3			20.61%	188

Skegness is located in an area of high deprivation and the Academy has an above average number of pupils eligible for the Pupil Premium compared to national figures. The Academy aims to work with both our pupils and the wider community in order to raise aspirations and improve outcomes for all. The Academy continues to build upon excellent relationships with the local community including employers, community support groups, primary schools and law enforcement.

The Skegness Academy has a Pupil Premium Strategy Statement which is available on our website which outlines both internal and external barriers to learning that our disadvantaged children face along with detailed information about actions and approaches the Academy will take to ensure that the money is being spent effectively to raise standards and improve outcomes for all but with a specific focus on those eligible for the pupil premium.

The Pupil Premium Strategy Statement is split into three main sections:

1. Quality of teaching for all
2. Targeted support
3. Other approaches

The Skegness Academy has identified the following barriers to future attainment:

- Low attendance and punctuality.
- Low aspirations.
- Low Literacy skills and chronological reading ages.
- Behavioural issues for a small number of pupil premium pupils across all year groups.
- Parental support and engagement.
- Lack of basic requirements (food, equipment, health and clothing).
- Impact of social association on attitude and behaviour.

The desired outcomes for the academic year 2018 to 2019 are:

- Increased and consistent attendance of Pupil Premium pupils.
- Higher aspirations.
- Improved rates of progress in literacy.
- Unacceptable behaviour across all year groups is reduced including the number of repeat incidences.
- Parents are more supportive of the academy.
- Students are equipped and ready for learning.
- Impact of negative social relations outside of school is reduced inside school due to more collaborative working with external partners and stakeholders.

In the table below is a summary of what can be found in the Pupil Premium Strategy Statement. Each of these are a focus for the academic year 2018/19.

Quality of teaching for all	Targeted support	Other approaches
<p>Implementation of Addressing Barriers to Learning (ABL) through the introduction of Pupil Impact Profiles.</p> <ul style="list-style-type: none"> • Barrier identification • Strategy identification • Strategy sharing • Adaptation of short and mid-term planning to incorporate identified strategies using 2017/18 proforma. • QA of implementations • CPD on improving quality of feedback. • Individualised CPD with the GAT Learning Alliance. • QA of internal assessments • Evaluation of impact <p>Teaching staff PDR target to focus on PP. 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.</p> <p>Embedding the role of the 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.</p> <p>KIT meetings (one per term) to track and monitor those PP pupils at risk of internal and external exclusion.</p>	<p>Further embed attendance strategies introduced last year to track and monitor PP attendance.</p> <p>Uniform given to all PP students in Y7, Y10 and Sixth Form. Additional uniform needs met when required.</p> <p>Continue to promote Breakfast Club.</p> <p>Re-launch strategic and rigorous approach to develop reading for pleasure in Y7-11.</p> <p>Purchase of GL Complete Digital Solutions to provide 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>Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate.</p> <p>1 day a week of external CEIAG support dedicated to Pupil Premium pupils to help raise aspirations improve focus and drive in lessons to succeed.</p> <p>Attendance Admin 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.</p> <p>Purchase of revision guides for all subjects. Pupils are aware of how to use them and linked to classroom delivery.</p> <p>Targeted intervention for pupils with significant or persistent behavioural issues.</p> <p>Each faculty to be allocated £5,000 to bid for a project to improve attainment across pupil premium pupils.</p>	<p>Y9 pupils to participate in 'Prison Me, No Way'.</p> <p>Partnership with LinHigher to raise aspirations of Pupil Premium children in Y9-13.</p> <p>Parent view questionnaires and the setting up of a parent subcommittee.</p> <p>Subject workshops.</p>

Intervention

For the academic year 2017/18, a new leadership structure has been put in place whereby we have 5 Curriculum Leaders (Assistant Principals) who are responsible for their own faculty area. This includes faculty lead intervention. The SEN team will continue to provide targeted intervention however any academic intervention will now take place within the faculty area with subject specific Learning Mentors. The faculty structure was realigned in 2018 with the addition of a sixth faculty. As far as possible intervention will take place inside the classroom with out of classroom intervention during lesson time kept to a minimum. This is significantly different from previous years. It will now allow faculties to take ownership over the support and ensure that it is timely, fit for purpose and effective through rigid and regular appraisals of the impact of the additional support.

Tracking and Monitoring

A new tracking and monitoring system was introduced in 2017/18 which will be further embedded this academic year with the introduction of a new Assessment and Reporting system. The Academy has reduced the number of data collections to allow for more accurate and meaningful data to be collected and analysed and therefore longer to provide personalised support and intervention that can be measured. The data to be collected has also reduced and now requires teachers to input Professional Predictions only for the end of that academic year. The Standards & Progress Board will closely monitor the Data Drops to ensure the accuracy of the data being entered.

Enrichment

At the Skegness Academy pupils have access to a wide range of personal, social and emotional development activities ranging from Outward Bound to trips and visits to local universities. As part of the Career Mark (awarded in March 2017) pupils also learn about careers in their subjects to support the development of cultural capital and raise their aspirations.

As part of raising aspirations for Higher Education, the Skegness Academy has a partnership with both Lincoln University and LincHigher. The partnership with the University of Lincoln provides the Academy with various enrichment programmes including visits from professors and current undergraduates along with reduced entry requirements on certain courses. LincHigher provide support to the Academy with the focus on disadvantaged pupils and Year 9 has recently embarked on the PositivelyMAD programme to prepare them for GCSE study. This is an on-going programme which will last the duration of the academic year and involves various workshops and seminars on mental wellbeing as well as preparation for study at Key Stage 4 through revision workshops. Also this academic year, pupils can become involved in the University mentoring programme whereby they are assigned a trained Mentor to support them with their educational studies.

In 2017 the Academy re-launched Breakfast Club and has improved the provision to support the pupils who attend to make rapid progress both educationally and socially, emotionally and personally. Pupils use the Sixth Form HUB to plan and prepare their own breakfasts while developing their life skills around healthy eating. Pupils have access to a wide range of activities from homework support, computer access, educational games and PHSE activities.

Alternative Provision

At the Skegness Academy we have additional support from external education providers to ensure that all our pupils are offered a personalised and suitable curriculum. Pupil Premium funds are used to support these initiatives and provide specialised education. We currently use the Acorn Free School in Lincoln and Build a Future in Horncastle along with additional support from Lincolnshire County Council, education, welfare and counselling services and work placements. We have an excellent relationship with Hallgate

Electrical where some of our students have accessed high quality work experience that runs alongside their academic studies within the Academy.

Within the Academy there is also provision called The Bridge for those pupils that struggle with accessing mainstream lessons all of the time. In The Bridge they have access to a range of support including social and emotional development from specialist staff. They may also go into some mainstream lessons with the support of a 1:1 as they are transitioned back into full time mainstream education. Pupils who access external provision may use the support in The Bridge on the days they are not at their external placements.

Impact Profiles

All pupils allocated the Pupils Premium have a personalised Impact Profile which have been completed jointly between the Pastoral Teams and the pupil themselves. Based on individual circumstances, a maximum of three barriers to learning have been identified per pupil. This information is then used by teaching and support staff to influence their planning, differentiation and overall Teaching & Learning in order to personalise provision to support the pupil both socially and educationally. Teaching and support staff have attended targeted CPD that focused on the relationship between barriers and strategies to support their improving pedagogy of how Pupil Premium pupils learn and the additional barriers they may face and support their understanding of what we can do to overcome those barriers.

Outcomes 2018

The table below contains the summary of outcomes for disadvantaged pupils in 2018.

Outcome	Pupil Premium	Non Pupil Premium
Progress 8	-0.98	-0.62
English Progress 8	-1.34	-0.91
Mathematics Progress 8	-0.68	-0.44
Ebacc Progress 8	-1.22	-1.01
Overall Open Element Progress 8	-0.73	-0.13
9-4 English & Maths (standard pass)	16%	30%
9-5 English & Maths (strong pass)	5%	13%

Validated 2018/19

The outcome of these results conveyed that there needed to be structured and swift changes to the way that Pupil Premium children are educated at the Skegness Academy and highlights where additional support and focus is required. The proposed Strategy Statement for 2018/19 was therefore adapted to reflect the 2018 Outcomes.

The Ofsted Inspection Report in May 2017 recommended 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. This was carried out in October 2017 with a follow up review which took place in November 2017. The final review took place in April 2018.