

## Pupil Premium Commitment Statement

Here at The Skegness Academy we are committed to ensuring every student experiences a diverse range of learning opportunities, despite their social background. To continue to support our most disadvantaged students the Pupil Premium plan has focused on ensuring all disadvantaged students are supported through meeting their pastoral, social and academic needs whilst at The Skegness Academy. To achieve this, we encourage students to expand their horizons, develop skills, improve their performance, raise their aspirations and maximise their achievement. This supports The Skegness Academy to close the attainment gap between our Pupil Premium students and their peers.

### What is Pupil Premium?

Pupil Premium was introduced in 2011. The pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

#### Our aim:

In improving outcomes for disadvantaged students the following five areas are a focus of our strategic work:

#### Improving attendance by:

- Deploying an Attendance Admin Officer to support students in achieving high attendance
- Intervention to reduce the number of PA students

#### Improving aspirations and expectation:

- Developing our use of data to better identify students in need of additional support
- Tailoring provision for identified students both academically and pastorally to provide a rich education

#### Improving literacy across all year groups:

- Providing additional literacy support for identified students
- Accelerated Reader for year 7 – 8 to improve reading ages
- A new library to support the love of reading across all year groups

#### Reducing behavioural issues across all year groups:

- Supporting students with emotional, confidence, aspiration and self-belief, along with cultural disadvantage
- Providing outstanding pastoral support
- Providing additional support from external agencies

#### Improving parental engagement:

- Parent and child sessions to support academically and pastorally
- Parent support group

## Pupil Premium Strategy Statement (Skegness Academy) – November 2018

1. SUMMARY INFORMATION					
School	Skegness Academy				
Academic Year	2018/19	Total PP budget (approx.)	£441, 576	Date of most recent PP Review	15/5/18
Total number of pupils	784	Number of pupils eligible for PP	422	Date for next internal review of this strategy	Jan 18

2. CURRENT ATTAINMENT (Unvalidated, September 2018)				
	2016 -17 <i>Pupils eligible for PP (your school)</i>	2017 - 18 <i>Pupils eligible for PP (your school)</i>	2016 -17 <i>Pupils not eligible for PP</i>	2017 - 18 <i>Pupils not eligible for PP</i>
Progress 8	-0.98	-0.95	-0.54	-0.61
English Progress 8	-1.23	-1.29	-0.98	-0.91
Maths Progress 8	-1.17	-0.68	-0.62	-0.40
EBacc Progress 8	-1.61	-1.16	-1.21	-1.08
Open Progress 8	-0.04	-0.69	+0.5	-0.10
9-4 English & Maths (standard pass)	24%	15%	35%	32%
9-5 English & Maths (strong pass)	6%	5%	16%	14%

3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Low attendance and punctuality.
B.	Low aspirations and expectations.
C.	Low Literacy skills and chronological reading ages.
D.	Behavioural issues for a small number of pupil premium pupils across all year groups.
<b>External barriers</b>	
E.	Limited level of parental engagement.
F.	Impact of social association on attitude and behaviour.

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 and expectations for PP students hinders them in engaging with their learning, enrichment opportunities and their potential future progression routes	<p>To provide PP students with educational experiences inside and outside the classroom to engage them with their learning and add to a rich educational environment.</p> <ul style="list-style-type: none"> <li>• KS3 students to have early intervention both academically and pastorally to support personal development.</li> <li>• The focus for Year 8 students will continue to be their KS4 course choices and ensuring that they lead to future opportunities.</li> <li>• KS4 students to have early intervention both academically and pastorally to support personal development.</li> <li>• The focus for Year 11 students will continue to be their KS5 course choices and ensuring that they lead to future opportunities. This will impact upon a greater proportion of PP students attend more aspirational post 16 destinations.</li> </ul>
C.	Improved rates of progress in literacy.	<p>PP students receiving literacy support will meet their expected levels and to ensure they are making the same progress as non PP students.</p> <p>Progress will be evidenced though:</p> <ul style="list-style-type: none"> <li>• Established literacy policy.</li> <li>• Improved literacy/reading skills for pupils eligible for PP in Year 7 &amp; 8.</li> <li>• PP students at KS4 receiving literacy support will achieve their individual targets shown through internal data and a validated QA process.</li> </ul>
D.	Unacceptable behaviour across all year groups is reduced including the number of repeat incidences.	Incidents of low level disruption across the school are decreased to enable quality learning to take place. Lesson observations, learning walks, exclusions, TP1/2, Epraise, etc. will be used to evidence the impact.
E.	Positive and supportive family engagement levels for PP students are increased across the academic year. Many of our pupils have social skills difficulties, incorrect uniform, lack of support at home, don't eat breakfast, need mentoring/counselling, anger management issues, etc.	An increase in the attendance of PP parents at workshops, consultations and events in school that support parents with their children's learning.
F.	Impact of negative social relations outside of school is reduced inside school due to more collaborative working with external partners and stakeholders.	Greater awareness of those pupils at risk of negative role models in the community through SKA involvement with the Anti-Social Behaviour Risk Assessment Committee (ASBRAC) and the Community Alcohol Partnership.

5. PLANNED EXPENDITURE					
ACADEMIC YEAR		2018/19			
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?
	Barrier & provision identification to support the sharing of information on Pupil Premium students.	Pastoral teams identify barriers to learning for individual Pupil Premium students. This supports personalising the provision to meet each student's individual needs.	Barriers and strategies collated centrally on the pupil register so that teachers are fully informed about each student. This will support and inform QFT, intervention and pastoral support.	KLA/HOY/TLB	Annually
A - D	Adaptation of short (seating plans/lesson plans) and mid-term (SOW) planning to incorporate the 5P focus.	5P focus for all Pupil Premium students to support barriers to learning.	Review of seating plane to ensure PP students are placed correctly.	RSM TLB/Faculty Leads	Termly QA calendar and data drops
	QA of the 5P focus	<ul style="list-style-type: none"> <li>• Presentation of work</li> <li>• Placement</li> <li>• Priority</li> <li>• Praise</li> <li>• Progress overall</li> </ul>	Review of schemes of learning.		
	CPD on improving the 5P's	Ensuring the 5P strategies are being implemented and utilised in lessons to support the development of pupil premium students across the curriculum.	Lesson observation, learning walks, book looks, feedback & epraise to review impact the 5P focus.  Data & faculty analysis following termly data drops.		
	QA of schemes of work to ensure the 5P focus is embedded.	Ensuring schemes of work are fit for purpose and inform teacher planning to narrow the gap.	Whole staff CPD to ensure continuity and Faculty based CPD for the 5P's.  QA by triads to ensure consistency.		
				RSM TLB/Faculty Leads	Annually

	Data and Intervention	Data is used to inform intervention for Pupil Premium students and to support their overall progress.	<p>Literacy and Numeracy intervention for KS3 students after each data drop.</p> <p>Subject specific intervention after each data drop to support KS4 Pupil Premium students.</p> <ul style="list-style-type: none"> <li>• Targeted English and Maths intervention on Monday and Wednesdays.</li> <li>• Other subjects Mondays, Thursday and Fridays</li> <li>• Lunch time intervention.</li> </ul> <p>Accelerated Reader programme for Years 7 – 8.</p> <p>Early intervention through the Coastal programme, LincsHigher (Lincolnshire outreach network) to support students with academic and pastoral development.</p> <p>Holiday booster sessions to provide effective and focused support for Pupil Premium students. Including, group work and 1:1 sessions. School mini bus used to provide transport.</p> <p>Fewer incidents reported through internal MIS.</p> <p>HOY to identify students with poor attitude to learning from each data drop. HOY to have meetings to discuss concerns and address any barriers to learning.</p>	TJO Faculty triads/ teaching staff	Half Termly - data drops and end of Intervention cycle review.
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C	<p>Further embed literacy across the curriculum through the Literacy Lead and newly established Library.</p> <p>Implementation of a literacy marking strategy across the Academy that is evident in all faculties.</p>	<p>8 pillars of literacy to support literacy across all areas of the curriculum.</p> <ul style="list-style-type: none"> <li>• Accelerated Reader programme</li> <li>• Library</li> <li>• Discreet literacy lessons</li> <li>• New mark scheme</li> <li>• faculty based literacy programmes</li> <li>• Tutor based literacy</li> <li>• Developing resources for the use of students</li> <li>• Catch up</li> </ul>	Monitored and evaluated by the SENCO and Curriculum Leader for English and literacy lead for English.	RSM/LSW/ English Faculty	Termly
<b>Total budgeted cost</b>					<b>£200,000</b>

## 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	<p>Embed strategies introduced in 2017/18 to track and monitor pupil premium pupils to allow for timetable and appropriate intervention to reduce the number of PA pupil premium students and those at risk of PA.</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 9.00am. If they arrive after 9.00am then they are met by the EWO upon arrival at the school. Absence phone calls are</p>	<p>Poor attendance negatively affects attainment and to further closes the gap between disadvantaged and non-disadvantaged absence rates.</p> <p>The gap between Disadvantaged and Non Disadvantaged absence in Term 4 was 3.84% and reduced to 2.97% in Term 5 for 2017/18. The overall difference at the end of Term 5 2017/18 was 2.86% which is narrower than the national average of 3.9%.</p> <p>More EWO time available for targeted support for PP students.</p>	<p>EWO to work specifically with low attending PP pupils to raise attendance and evaluated as part of ABL. Along with this weekly mentor meeting.</p> <p>Pastoral &amp; SENCO teams to have weekly meeting with students who are at risk of falling below 95% and EWOs to work with those at risk of PA.</p> <p>Logs of intervention put in to place to support increased punctuality. Maintain the processes introduced in February 2018 to track and monitor absence.</p>	EWO Team/ SENCO/HOY	Regular reviews built into ABL process and through weekly attendance meetings.

	prioritised for PP pupils and PP/PA pupils.	Home visits done using the school mini bus.  Pupil Premium attendance for 2016/17 was lower than the overall attendance at 90.17%.			
A & E	Uniform given to all PP students in Y7, Y10 and Sixth Form. Additional uniform needs met as and when required.  Equipment supplied to PP students.	Students are dressed appropriately and can attend the academy feeling confident and happy in their appearance.  Students ready to learn and feel equipped for the day.	High level of attendance and intervention in place via EWO if falls below expected target.  Uniform triage each mornings to ensure of PP students have the correct uniform.  Staff to have equipment boxes to supply PP students with pens, pencil, ruler, rubbers etc...	HOY/EWO Teaching staff	On-going
A and E	Raise the profile of parents applying for FSM – same incentive of £10 voucher for the child for each new application received.  Promote Breakfast Club which was re-launched in 2017/18 on a regular basis (termly).  Invitation letters to be sent out once per half term along with the incentive of a £10 voucher for signing up and then a further voucher each half term for attending 60% of the time.	Pupils are not coming to school hungry. EEF evidence shows that breakfast makes a real difference to concentration.  Breakfast Club ensures students have a settled start to the day. This will also support punctuality, attendance and families.	Letters sent out termly to ensure all students have access to FSM and those eligible for breakfast club.  Experienced staff running Breakfast Club in order for maximum numbers of children to access this service. This will also support attendance, punctuality and home circumstances.	SENCO/KLA/Breakfast Club staff.	Half termly.
A and E	Re-launch of Action for Young Carers. Letters to be sent out to parents termly and to raise the profile of AYC students across the academy.	Large proportions of young carers at Skegness Academy are Pupil Premium students.	AYC award to raise the profile and support given to young carers.  Re-launch of the group.  6 form motoring with PP students who attend AYC. This will provide a support network for PP students.	KLA/VCR/ MPA	Termly
C	Re-launch strategic and rigorous approach to develop reading for pleasure in Y7 - 8.	Pupils enter the Skegness Academy with low reading ages and the gap widens as they progress through	Library to open in 2018, along with a newly appointed Learning Resource	RSM/LJO/ LSW/KCU	Half termly.

	<p>Y7 - 8 students, reading ages to be tested in September to ensure that lessons are suitably pitched to allow for challenge and development.</p> <p>Review marking policy to implement marking for literacy as a key focus.</p>	<p>school. Literacy to be a key focus for 2018/19.</p>	<p>Assistant to support pupils with reading and promote reading for pleasure.</p> <p>Tracking and monitoring of reading through Accelerated Reader.</p>		
B, C and D	<p>Through data drops, provide targeted intervention (1:1 and small groups) for English, mathematics, science and other, through all faculties along with the SEN intervention team.</p> <p>All NRA's to sit baselines in maths, English and science before entering the academy.</p> <p>All Year 7 – 8 students to have reading ages tested in term 1/2. From this tested half termly.</p>	<p>Data drops shows areas of weakness and where intervention is required from faculties and SENCO.</p> <p>Data also ensure QFT and that support is targeted in lessons where required.</p>	<p>Intervention runs on a regular cycle and is monitored and evaluated by the SENCO and Curriculum Leaders.</p> <p>Reading ages for years 7 - 8 to be circulated around the TLB to ensure that lesson planning is tailored to suit all needs.</p>	<p>SENCO/ Faculty Leads/KCU.</p>	<p>Half termly.</p>
A, B and D	<p>Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate. Collaboration with LCC to support appropriate provision and options.</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>
B	<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>Careers Lead and external advisor supports students in guidance, option choices and knowledge of post 16 opportunities.</p> <p>Increase the number of Pupil Premium pupils progressing to Post 16. 2016 converted 39% of Pupil Premium pupils from Year 11 to Year 12. Provisional data for 2017 shows 38%.</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>TJO/JHU/SDE</p>	<p>Weekly updates from independent Careers Advisor</p>



		Pupil Premium pupils have low aspirations and knowledge of future progression routes.			
B - E	<p>Purchase of revision guides for all subjects. Pupils are aware of how to use them and linked to classroom delivery.</p> <p>Each faculty to be allocated £5,000 to bid for a project to improve attainment across pupil premium pupils.</p> <p>£5,000 x 6 faculties = £30,000</p>	<p>Students, traditionally, do not have access to basic revision material.</p> <p>Personalising the approach to learning has a track record of raising attainment overall.</p>	<p>Curriculum Leaders to ensure delivery of guides. Improved exam results.</p> <p>Assistant Principals will be required to submit a business plan to the SLT responsible for the pupil premium budget which will then be reviewed by SLT before the funds are released. AP's will track the short, mid and long term impact of their project on pupil premium progress.</p>	Faculty Leaders	On-going as a request is made.
B, D, E and F	Targeted intervention with pupils with significant or persistent behaviour issues.	<p>Internal SKA data shows that pupil premium pupils have a higher risk of exclusion.</p> <p>Term 1-5 in 2016/17 FTEs pupil premium exclusions were reduced by 20% but the gap remains high (252 to 202).</p>	<p>Use triads to cross reference behaviour to attainment and attendance.</p> <p>Termly analysis and tracking of exclusion data along with analysis of behaviour MIS daily by Pastoral Teams.</p>	SKE/DFI, Pastoral Team/Faculty triads	<p>Daily analysis of behaviour incidents</p> <p>Weekly line management meetings</p> <p>Termly tracking and monitoring.</p>
<b>Total budgeted cost</b>					<b>£130,000</b>

## ii. 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, D and E	<p>Y9 students to participate in 'Prison Me, No Way'</p> <p>Y7 &amp; 9 students Humanotopia</p>	Use these programme to show students the reality of what happens if you get things wrong. Internal data for 2017/18 shows that Year 9 have the highest rates of exclusions amongst pupil premium pupils. This programme supports pupils with rational decision making and making the right choices.	Tutors to attend all sessions with their tutor groups to ensure a teamed up approach to changing attitudes and behaviour.	SKE/CHA	Easter 2019
B and E	The Skegness Academy Pledge	To provide PP students with experiences that develops the whole child.	The Skegness Academy Pledge to be in place for all year groups.	KLA/HOY/tutors	On-going

			Focused half termly goals for PP students.		
B and E	Partnership with LincsHigher to raise aspirations of Pupil Premium children in Y9-13.	To support students reaching their potential and raising their aspirations to participate in applying for further and higher education. This is supported through the development of outreach opportunities for areas where higher education is lower than expected given the GCSE results of the students who live in the Skegness area.	<p>Positive activities in place and are evaluated for effectiveness through the provider LincsHigher.</p> <p>The development of a coastal programme to run at key points in the year to support with academic and pastoral support, e.g.</p> <ul style="list-style-type: none"> <li>• Raising aspirations</li> <li>• Revision/study skills</li> <li>• Mental toughness</li> <li>• Behaviour</li> <li>• Subject/carers specific sessions</li> <li>• Parent/carer engagement</li> <li>• Along with this inspirational speakers.</li> </ul> <p>Pupil data indicates increasing positive attitude to learning and improved outcomes across the curriculum and less low level behaviour incidents.</p> <p>Increased number of Pupil Premium students staying on for Post 16 study and applying through UCAS to University.</p>	KLA/KLW//HOY	On-going
E	Parent events to be held at local venues	<p>To improve parental attendance to support with their child's academic and social development. Historically parent attendance to events at Skegness Academy has been low.</p> <p>Utilising local community hubs as a location for events to neutralise parental barriers towards school.</p>	<p>Look in to suitable venues in Skegness to hold parent events.</p> <p>Parent questionnaires of the venue to gain information and opinions to support with further events.</p>	SLT	On-going
A, B, D and E	Skegness Academy Mini bus	The mini bus is to support with after school intervention, attendance and parental engagement. Not all students live in Skegness and have to travel to school by bus and some parents do not drive.	<p>Staff to be trained to drive the mini bus.</p> <p>Mini bus used to support with:</p> <ul style="list-style-type: none"> <li>• Intervention</li> <li>• Attendance</li> <li>• After school detentions</li> </ul>	SLT and trained drivers	On-going

			<ul style="list-style-type: none"> <li>• Parent events</li> <li>• Support with exams</li> </ul>		
B and E	Subject workshops	<p>To increase participation of parental communication. EEF research shows that there is a strong link between parent and child low literacy rates and engagement with school.</p> <p>Empowering parents to support their child during homework and revision</p>	<p>Timetabled parent and child revision lessons through LincsHigher and Partnership Learning Performance</p> <ul style="list-style-type: none"> <li>• Memory techniques</li> <li>• Surviving exams</li> <li>• Fixed vs. growth mind-set</li> <li>• Support your child at home</li> <li>• How to understand and condense text/entire topics</li> <li>• How to turn those notes into something creative and memorable with A – Maps</li> <li>• Specific course support</li> </ul> <p>Review of data drops.</p>	KLA/ HOY	On-going
E	Parent View questionnaire	<p>To improve life chances of all pupils and remove cultural barriers.</p> <p>The main focus to be outcomes which will then encompass everything else.</p>	<p>Set up a parent working group – ‘Parent Support Group’ along with 3 parent questionnaires throughout the academic year.</p> <p>Use of the following organisations to support to develop the parent working group.</p> <ul style="list-style-type: none"> <li>• FAST</li> <li>• Triple P</li> </ul>	KLA/HOY	Termly
<b>Total budgeted cost</b>					<b>£110,000</b>

A. REVIEW OF EXPENDITURE				
Previous Academic Year		2017/18		
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
F-G	Addressing Barriers to Learning (ABL) strategy	<p><u>Year 11</u></p> <ul style="list-style-type: none"> <li>Subjects that saw the gap narrowed between PP and non PP in 2018 included: Business (0.01), Childcare (0.73), Science (0.05), H&amp;SC (0.7), Maths (0.24) and PA (0.14)</li> <li>Subjects whereby PP pupils outperformed non PP pupils included: Business, Catering, Childcare, Citizenship, Science, Construction, French, H&amp;SC, PA, Resistant Materials, Spanish and Travel &amp; Tourism.</li> </ul> <p>Student voice also shows that pupils feel more involved in their learning as their teachers are more informed about how they learn and what support they need to overcome barriers.</p>	This approach will continue next year as it has raised the profile of pupil premium across SKA but has also shown how pupil premium pupils have their own personal barriers to learning that need to be addressed individually through quality first teaching and short, mid and long term lesson planning.	£275,000
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.	<p>Literacy has been given a whole school focus with the introduction of a Literacy Policy and marking for literacy incorporated into whole staff CPD. All pupils have the Literacy Focus sticker in their books which identifies how teachers will mark literacy.</p> <p>Pupil premium books are identified through a coloured sticker and are marked first. The ABL strategy is incorporated into marking so that each pupils needs are met through the type and level of feedback provided.</p>	Next year the literacy lead will continue to embed literacy into the curriculum across all subjects. The building of a new library and purchase of A.R will also support our pupil premium pupils to make more rapid progress. GL Assessments will be used to test all pupils reading ages so that lessons can be appropriately pitched to suit the abilities in the class. Finally, book boxes will be used across all year groups.	£5,000
<b>Total budgeted cost</b>				<b>£280,000</b>

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
A and E	Redefine roles and responsibilities in relation to attendance (tracking and monitoring).	<p>The gap between disadvantaged and non-disadvantaged absence for pupils (2.69%) is narrower than the national average (3.9%). PP was 92.1% and Non PP was 94.78%. National PP was 91.5% so we ended the year above by 0.6%. This was identified as a main priority area for Term 6 and data shows that between Term 5 and Term 6 the gap between PP and Non PP absence narrow by 0.5%.</p> <p>As a result of the new attendance strategies introduced, CSA attendance has increased by nearly a percentage when compared to the same period last year (+1.47%).</p> <p>The appointment of the Attendance Admin Assistant has resulted in 3% of potential absences converted to present marks.</p> <p>Introduction of a bespoke absence monitoring 4 week programme for specific pupil premium pupils at risk of PA resulted in an overall increase for those specific pupils of 1.4%.</p>	<p>SKA will appoint a permanent Attendance Administrator for September 2018 to further support the first point of contact for parents and allow the EWOs to concentrate on those pupils at risk of PA.</p> <p>The focus will move to pupil premium PA pupils next year as the number remains significantly above national average.</p> <p>Pastoral teams will be more involved with those pupils with attendance between 91-95%.</p>	£30,000
F	Uniform given to all PP students in Y7, Y10 and Sixth Form. Additional uniform needs met when required.	<p>Attendance has increased for pupil premium pupils and non-pupil premium pupils.</p> <p>Engagement with parents has improved as parents will liaise with pastoral teams more to support their children with ensuring they have the correct uniform.</p>	Uniform will continue to be provided next academic year but for Y7, 9, 10 and Sixth Form as we move to a 3 year Key Stage 4.	£6,500
A and F	Re-launch of Breakfast Club.	<p>Increased pupil premium attendance.</p> <p>Pupils who attend breakfast club report that they are better equipped for school.</p> <p>The introduction of a bespoke enrichment programme during breakfast club including personal safety, healthy living including diet and sport (on a Friday) have enabled pupils to be more aware of what helps them to learn and feel better as an individual.</p>	<p>Breakfast club will continue to run next year with all pupils who are eligible to attend sent a letter in early September inviting them.</p> <p>The breakfast club staff will continue to raise the profile of attending and further improve the enrichment programme they currently offer.</p>	£2,500

		The number of pupils that attend breakfast club (since the re-launch in October) has increased compared to last academic year.		
C	Re-launch strategic and rigorous approach to develop reading for pleasure in Y7-11.	<p>Book boxes introduced in Year 7 in Term 3. The books are rotated each term to allow pupils a wider choice of reading material. Tutor activities are centred on the books and pupils have produced book reports and reviews of what they have read.</p> <p>Library resources have been purchased including books for A.R for launch in September.</p> <p>Books for book boxes for remaining years have been purchased.</p>	<p>A.R purchased for September. The new library will also open in September 2018 with the appointment of a new Learning Resource Assistant who will run the library and promote a love of reading amongst all pupils. All subjects will have specific library based lessons to raise the profile of the library and the resources it has on offer.</p> <p>Book boxes will also be rolled out across Y8-11.</p>	£21,000
B, C and D	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.	All pupils in Y7-9 sat start and end of year tests in Maths, English and Science. The data was used to inform setting, planning and learning priorities.	All pupils in Y7-9 will sit the same assessments next year but alongside this all pupils will sit reading comprehension tests as well so that lessons can be planning to suit the reading abilities in the room. Reading will be made a whole academy priority for 2018/19. All pupils in KS3 will have an hour each week dedicated to reading.	£5,000
A and B	Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate.	<p>4 pupils in Year 11 attended full time alternative provision placements and all have completed qualifications suited to their needs ranging from mechanics to functional skills. All pupils have secured sustained destinations for Post 16.</p> <p>In Y7-11 4 pupils attend alternative provision placements. This has supported them on an individual basis and also reduced the number of FTEs the pupils received compared to when they were in mainstream education.</p>	SKA will continue to use off site alternative provision placements but will be more focused on those that cannot access the internal alternative provision that has been developed this year and will be further embedded next academic year.	£17,000
B	1 day a week of external CIAG support dedicated to Pupil Premium pupils to help	<p>Y11 NEETs for 2017 were below the national average. (SKA: 0.6%, National: 3.6%)</p> <p>Y12 NEETs – 1 (1.1%) National average (aged 16-18): 6.2%.</p>	This additional support will continue for 2018/19 with the focus being on SEN pupil premium pupils and those pupil	£9,000

	raise aspirations improve focus and drive in lessons to succeed.	All pupils in key transition years (8, 9, 11 and 13) have been seen for a one-to-one careers meeting and have all been supported with their option choices. Y11 and 13 have all applied to a sustained destination for September 2018.	premium pupils accessing part or full time alternative provision.	
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.	Punctuality has improved across all year groups as well as overall attendance apart from Year 8 who have seen a decline of 1.7%. Since Term 3 Year 11 lates have reduced by 36% however this year group still remains the highest.  Overall lates have decreased since Term 3 by 24.55%.  The layout of the academy day has changed for term 6 to move tutor to the end of the day as a strategy to improve punctuality across the Academy.	Due to changes to the internal timings of the school day; a bigger focus will be put on pupils arriving prior to 8.45am in September with a more rigorous process of escalation.	25,000
B, C and D	Purchase of revision guides for all subjects in Y11. Pupils are aware of how to use them and linked to classroom delivery.	Positive feedback from parents received during Parents' Evening and pupils always had extension work to complete in their own time.	Next year the revision workbooks will be used as appose to revision guides so pupils have more exam style questions to improve their comprehension of interpreting questions and increases their exposure to the actual exam style questions.	£5,000
B and D	Identify a core group of Year 11s to participate in NCFE Health & Fitness	Those pupils who either do not have a full progress 8 curriculum or who are not suited to one of their courses to take on an additional qualification that they can use in later life.  The Y11 cohort is 66% male and 48% pupil premium. Data showed that those eligible for pupil premium achieved an average P8 of +0.30.	70 pupils identified (43% of cohort). Of which: <ul style="list-style-type: none"> <li>• 49% are pupil premium</li> <li>• 73% are boys</li> <li>• 35% are pupil premium boys</li> </ul> Data from Data Drop 5 predicts overall Progress 8 for this course to be 0.34.	£5,000
<b>Total budgeted cost</b>				<b>£126,000</b>

<b>iii. OTHER APPROACHES</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>
B	Y9 pupils to participate in 'Prison Me, No Way'	Behaviour incidents amongst Year 9 pupils show a reduction in the number of repeat incidents in school and internal isolations.	The new Y9 cohort will take part in this programme next year as they currently have the 3 <sup>rd</sup> high rate of exclusions amongst CSA pupils with 72% of all Y8 exclusions being pupil premium pupils.	£4,000
B	Outward Bound Experience	This did not run this year. Instead, a group of handpicked pupil premium pupils participated in a programme with a mentor/coach aimed at raising aspirations.  Student voice shows that all pupils recognised what they needed to change to reduce the barriers to learning that they had. Behaviour incidents for this group also reduced. All were in Y9 and have now chosen their KS4 options.	SKA will not offer Outward Bound next year due to lesson time missed in school.	£4,000
B and E	Partnership with LincHigher to raise aspirations of Pupil Premium children in Y9-13.	Trips to raise aspirations have been put on for all year groups that are tailored to the needs of that particular year group. Some trips have been purely for pupil premium pupils such as Step Up in May 2018. A total of 35 educational trips ran in 2017/18.	We will continue our partnership with LincHigher next year and embed the strategies started in 2017/18. The focus will be on Year 8 to support them in their transition year to Key Stage 4.	£40,000
<b>Total budgeted cost</b>				<b>£50,000</b>



## 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.

An external review of Pupil Premium spending at the Skegness Academy was carried out in October 2017 with a follow up review in November 2017. There was a final review in May 2018.

Ofsted carried out a Monitoring Inspection in April 2018, with the following stated about Pupil Premium:

- The school has undertaken a review of its pupil premium spending, which set out recommendations to improve the effectiveness of this funding. The trust secured on-going support from the Lincolnshire Teaching Schools Alliance to ensure a continued focus on this aspect of its work. There are some promising signs of its impact. For example, the overall attendance of pupils eligible for this funding has improved and, in some areas of the curriculum, they are beginning to achieve better. These improvements are far from wholesale, however, and leaders do not yet have a precise understanding of why some actions are working while others are not. Equally, there is now closer monitoring of the Year 7 literacy and numeracy funding, but it is not always clear why some actions are effective.

For the academic year 2017/18 Pupil Premium was made a key and central priority of the Skegness Academy with its profile raised through all strategies introduced. These will be further embedded in 2018/19.