

Pupil Premium Strategy Statement (Skegness Academy) – October 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	803	Number of pupils eligible for PP	412	Date for next internal review of this strategy	Nov 18

2. CURRENT ATTAINMENT (Unvalidated, September 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Progress 8	-1.04	-0.62
English Progress 8	-1.34	-0.89
Maths Progress 8	-0.72	-0.39
EBacc Progress 8	-0.96	-0.74
Open Progress 8	-1.08	-0.30
9-4 English & Maths (standard pass)	28%	49%
9-5 English & Maths (strong pass)	16%	20%

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.	Behavioural issues for a small number of pupil premium pupils across all year groups.
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)
G.	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.	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, and students have the ability to write effective exam answers.
D.	Unacceptable behaviour across all year groups is reduced including the number of repeat incidences.	Fewer incidents recorded across internal and external exclusions and through the internal MIS.
E.	Parents are more supportive of the academy.	Increased participation by parents at academy events by 10%. Successful implementation of a parent working group.
F.	Students are equipped and ready for learning.	Breakfast club participation increases. Learning is not impacted by lack of basic equipment.
G.	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?	
A-D, 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 2018/19 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.	RSM		End of Term 2.
	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.

C	Further embed literacy across the curriculum through the Literacy Lead and newly established Library. 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.
D	Introduce 6 KIT meetings per year to track and monitor those pupils at risk of internal and external exclusion. Identify personalised action plans to reduce the number of negative behaviour incidents.	Negative behaviour incidents results in more internal or external exclusion time and lesson time in lessons accessing QFT. A consistently good approach to teaching results in fewer behavioural issues.	Termly review by D Field. Establish working group to be part of the KIT including key SKA stakeholders.	DFI	Termly

Total budgeted cost £290,000

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	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 pupils and those at risk of PA. Continue to further close the gap between disadvantaged and non-disadvantaged absence rates.	Poor attendance negatively affects attainment. 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%. 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. Pastoral teams to work with pupils who are at risk of falling below 95% and EWOs to work with those at risk of PA. Embed the process introduced in February 2018 to track and monitor absence.	EWO Team, Faculty Triads. And Pastoral Teams.	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	Continue to promote Breakfast Club which was re-launched in 2017/18. Invitation letters to be sent out once per half term along with the incentive of a £10 voucher for signing up and then a	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	Extensive publicity and specific invitations to target other barriers.	SENCo, Breakfast Club staff.	Half termly meetings with SENCo.

	<p>further voucher each half term for attending 60% of the time.</p> <p>Raise the profile of parents applying for FSM – same incentive of £10 voucher for the child for each new application received.</p>	levels.			
C	<p>Re-launch strategic and rigorous approach to develop reading for pleasure in Y7-11.</p> <p>All pupils 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>Pupils enter the Skegness Academy with low reading ages and the gap widens as they progress through school. Literacy to be a key focus for 2018/19.</p>	<p>Library to open in September 2018 along with a newly appointed Learning Resource Assistant to support pupils with reading and promote reading for pleasure.</p> <p>Tracking and monitoring of reading through Accelerated Reader.</p> <p>Dedicated CPD time for literacy.</p>	RSM, LJO, LSW, T&LB.	Termly.
B, C and D	<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>All NRAs to sit baselines in Ma, Eng and Sci before entering the academy.</p> <p>All pupils to have reading ages tested in term 1/2.</p>	<p>GL Assessment data shows areas of weakness and where intervention is required from the Inclusion Team.</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 for Maths and English.</p> <p>Reading ages to be circulated around the T&LB to ensure that lesson planning is tailored to suit all needs.</p>	SENCo, Curriculum Leaders – Maths and English.	Termly.
A, B and D	<p>Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate.</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.</p> <p>Minimal number of students accessing internal alternative provision multiple times.</p>	SKE, STO, BIB	Termly
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>	LJT, LOL, SDE	Weekly updates from independent Careers Advisor

		Pupil Premium pupils have low aspirations and knowledge of future progression routes.			
A	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 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, SEN and EWO to keep logs of intervention put in place to support increased punctuality.	EWO	Weekly attendance data.
B, C, E and F	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 2019
D and G	Targeted intervention with pupils with significant or persistent behaviour issues.	Internal SKA data shows that pupil premium pupils have a higher risk of exclusion. Term 1-5 in 2016/17 FTEs pupil premium exclusions were reduced by 20% but the gap remains high (252 to 202).	Use triads to cross reference behaviour to attainment and attendance. Termly analysis and tracking of exclusion data along with analysis of behaviour MIS daily by Pastoral Teams.	SKE, DFI, Pastoral Team, Triads	Daily analysis of behaviour incidents Weekly line management meetings Termly tracking and monitoring.
A-G	Each faculty to be allocated £5,000 to bid for a project to improve attainment across pupil premium pupils. £5,000 x 6 faculties = £30,000	Personalising the approach to learning has a track record of raising attainment overall.	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. APs will track the short, mid and long term impact of their project on pupil premium progress.	Assistant Principal's	On-going as a request is made.
Total budgeted cost					£130,000

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 data for 2017/18 shows that Year 8 and 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.	CHA	Easter 2019
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, SFE, DFI, HWI, TPA, CHA	On-going
E	Parent View questionnaire	To improve life chances of all pupils and remove cultural barriers. The main focus to be outcomes which will then encompass everything else.	Set up a parent working group – 'Parent Support Group' along with 3 parent questionnaires throughout the academic year.	DFI	Termly
E and B	Subject workshops	EEF research shows that there is a strong link between parent and child low literacy rates and engagement with school.	Those subjects that have had low attainment for 3 years running with be paired with a high performing subject to work together. Timetabled parent and child revision lessons. Use FAST and Triple P courses.	Assistant Principals, DFI	Termly
Total budgeted cost					£20,000

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"> Subjects that saw the gap narrowed between PP and non PP in 2018 included: Business (0.01), Childcare (0.73), Science (0.05), H&SC (0.7), Maths (0.24) and PA (0.14) Subjects whereby PP pupils outperformed non PP pupils included: Business, Catering, Childcare, Citizenship, Science, Construction, French, H&SC, PA, Resistant Materials, Spanish and Travel & Tourism. <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
Total budgeted cost				£280,000

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>The number of pupils that attend breakfast club (since the re-launch in October) has increased compared to last academic year.</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
C	Re-launch strategic and rigorous approach to develop reading for pleasure in Y7-11.	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.	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	£21,000

		<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>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>	
B, C and D	<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>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.</p>	<p>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 SK3 will have an hour each week dedicated to reading.</p>	£5,000
A and B	<p>Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate.</p>	<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>	<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.</p>	£17,000
B	<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>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> <p>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.</p>	<p>This additional support will continue for 2018/19 with the focus being on SEN pupil premium pupils and those pupil premium pupils accessing part or full time alternative provision.</p>	£9,000
A	<p>DHOY to be on duty in Student Reception each morning and be the first point of contact if the child</p>	<p>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.</p>	<p>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.</p>	25,000

	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.	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.		
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 Parent's 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"> • 49% are pupil premium • 73% are boys • 35% are pupil premium boys Data from Data Drop 5 predicts overall Progress 8 for this course to be 0.34.	£5,000
Total budgeted cost				£126,000

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
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 rd 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
Total budgeted cost				£50,000

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.

