

Pupil Premium Strategy Statement (Skegness Academy) – September 2019

1. SUMMARY INFORMATION					
School	Skegness Academy				
Academic Year	2019/20	Total PP budget (approx.)	£402,909	Date of most recent PP Review	Sept 19
Total number of pupils	834	Number of pupils eligible for PP	437	Date for next internal review of this strategy	Dec 19

2. CURRENT ATTAINMENT (Unvalidated, September 2019)				
	<i>2017 - 18 Pupils eligible for PP</i>	<i>2018 -19 Pupils eligible for PP PP not validated</i>	<i>2017 - 18 Pupils not eligible for PP</i>	<i>2018 -19 Pupils not eligible for PP not validated</i>
Progress 8	-0.96	-0.79	-0.63	-0.16
English Progress 8	-1.30	-1.04	-0.91	-0.4
Maths Progress 8	-0.69	-0.76	-0.41	-0.13
EBacc Progress 8	-1.17	-1.18	-1.09	-0.63
Open Progress 8	-0.72	-0.29	-0.13	0.47
9-4 English & Maths (standard pass)	15%	24.7%	32%	45.5%
9-5 English & Maths (strong pass)	5%	12.3%	13.8%	24.7%

3. POTENTIAL BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

In-school barriers

A.	Low attendance and punctuality across the Pupil Premium cohort
B.	Low aspirations and limited career ambition
C.	Low Literacy skills and chronological reading ages
D.	Students with social, emotional, behaviour problems and mental health issues receive appropriate support and advice

External barriers

E.	Parental support and a lack of cultural opportunities
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3. OUTCOMES

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased and consistent attendance of Pupil Premium students	Improving attendance will develop healthy life habits and social skills, feel more connected with the school community, avoid risk-taking and anti-social behaviour <i>and</i> reach their academic potential for them to be successful in life.
B.	Higher aspirations and wider career opportunities for Pupil Premium students to develop their cultural capital and their own ambitions and expectations of what they can achieve for preparation for their next steps	<p>To provide all Pupil premium students with educational and career experiences inside and outside the classroom to engage them with their learning and add to a rich educational environment. This will support improved rates of progress for disadvantaged pupils, leading to greater engagement throughout KS4</p> <ul style="list-style-type: none"> • KS3 students to have early intervention both academically and pastorally to support personal development. • KS3 to have a broader enrichment programme to support with motivation, self-confidence and social skills. • The focus for Year 8 students will continue to be their KS4 course choices and ensuring that they lead to future opportunities. • KS4 students to have early intervention both academically and pastorally to support personal development. • 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 pupil premium students attend more aspirational post 16 destinations.
C.	Improved rates of progress in literacy.	Pupil Premium students receiving literacy support will meet their expected levels and to ensure they are making the same progress as Non Pupil Premium students.

		<p>Progress will be evidenced though:</p> <ul style="list-style-type: none"> • Lead practitioner for English across the whole academy • Improved literacy/reading skills for pupils eligible for Pupil Premium in Year 7 & 8 through accelerated reader and discreet literacy. • Pupil Premium students at KS4 receiving literacy support will achieve their individual targets shown through internal data and a validated QA process.
D.	<p>Students with social, emotional, behaviour problems and mental health issues receive appropriate support and advice. To prevent or reduce social, emotional, behaviour problems and mental health issues by supporting students to become more self-aware and to have a positive attitude to life and school.</p>	<p>Incidents of low-level disruption across the school are decreased to enable quality learning to take place. Lesson observations, learning walks, exclusions, TP1/2, Classcharts, etc. will be used to evidence the impact.</p>
E.	<p>Positive and supportive family engagement levels for Pupil Premium 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.</p>	<p>An increase in the attendance of Pupil Premium parents at parent evenings, consultations and events in school that support parents with their child's learning will improve motivation, resilience, self-control, self-confidence, social and emotional skills, and communication skills.</p>

4. PLANNED EXPENDITURE

ACADEMIC YEAR

2019/20

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.

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?	Intended and actual effect (impact) and lessons learned.
A - E	Barriers & provision identification to support the sharing of information on Pupil Premium students. KLA/HOY	Pastoral teams identify barriers to learning for individual Pupil Premium students. This supports personalising the provision to meet 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.	
A - E	5P focus for all Pupil Premium students to support barriers to learning. <ul style="list-style-type: none"> • Presentation of work • Placement • Priority • Praise • Progress overall Ensuring the 5P strategies are fully embedded and utilised in lessons. RSM/EWO	Quality first teaching is the foundation of the Academy strategy to improve outcomes for all students and especially disadvantaged students.	QA of the 5P focus through lesson observation, learning walks, book looks, feedback & classcharts to review impact the 5P focus.	
		This strategy captures the requirements in every lesson.	CPD on improving the 5P's to ensure continuity and Faculty based CPD for the 5P's.	
		EEF: improving teaching quality generally leads to greater improvements at lower cost than structural changes	Review of seating plane to ensure PP students are placed correctly.	
Total budgeted cost				

TARGETED SUPPORT

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Intended and actual effect (impact) and lessons learned.
A	<p>To improve Pupil Premium attendance so that it equals or is better than non- Pupil Premium attendance</p> <p>SKE/EWO</p>	<p>Poor attendance negatively affects attainment and to further closes the gap between disadvantaged and non-disadvantaged absence rates.</p>	<p>Monitoring of attendance needs to be more sharply focused by the EWO, HOY team and their teams of tutors.</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 & 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>Attendance Admin to be on duty in Student Reception each morning and be the first point of contact. . Absence phone calls are prioritised for Pupil Premium students and Pupil Premium /PA Students.</p>	
C	<p>Further embed literacy across the curriculum through the new role of Lead practitioner of English</p> <p>RSM/LAJ</p>	<p>Pupils enter Skegness Academy with low reading ages and the gap widens as they progress through school. Literacy to be a key focus for 2019/20</p>	<p>Lead practitioner to ensure literacy is embedded in the curriculum.</p> <p>Learning Resource Assistant to support pupils with reading and promote reading for pleasure.</p>	

C	Accelerated Reader programme for Years 7 – 9. RSM/LAJ/KCU		Tracking and monitoring of reading through Accelerated Reader and library lessons.	
B	Early intervention through the Careers & Aspiration Programme (CAP), LincHigher (Lincolnshire outreach network) to support students with careers, academic and pastoral development. LOL/KLA/LTY	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. Evidence from the Sutton Trust EEF Teaching & Learning Toolkit shows that equipping students with these skills pupils made an average of 8 months' progress	Positive activities for all Pupil Premium students to support aspirations and careers. Impact reports to support showing improvement with Pupil Premium student's attainment and attendance. Student's data indicates increasing positively attitude to learning and improved outcomes across the curriculum and less low-level behaviour incidents. Increased number of Pupil Premium students staying on for Post 16 study and applying through UCAS to University.	
D	DP/SAP/HOY/DHOY to identify students with poor attitude to learning from each data drop. HOY/DHOY/ to have meetings to discuss concerns and address any barriers to learning. KLA/HOY/DHOY	Students cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson and behaving appropriately for learning.	Classcharts and Data drops (A2L) are used to inform intervention for Pupil Premium students and to support their overall progress.	
B	Subject specific intervention after each data drop to support KS4	Data drops shows areas of weakness and where intervention is required	3 data drops per year to support with the tracking and intervention. This will enable specific	

	<p>Pupil Premium students. This is P6.</p> <p>RSM/CDU/Faculty Leads</p>	<p>from faculties and SENCO.</p> <p>Data also ensure QFT and that support is targeted in lessons where required.</p>	<p>intervention to take place to ensure Pupil Premium students make more progress than Non Pupil Premium students.</p>	
B	<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>RSM/CDU/Faculty Leads</p>			
A - D	<p>Fewer incidents reported through internal MIS.</p> <p>SKE/DFI</p>	<p>Internal SKA data shows that pupil premium pupils have a higher risk of exclusion.</p> <p>Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Student specific interventions will have a greater impact. (4 months)</p>	<p>Termly analysis and tracking of exclusion, TP & 2, afterschool detentions and negative classcharts.</p>	
D	<p>Uniform given to PP students in Y7 - 11. Additional uniform needs met as and when required.</p> <p>KLA</p>	<p>Students are dressed appropriately and can attend the academy feeling confident and happy in their appearance.</p>	<p>Uniform triage each morning to ensure of PP students have the correct uniform.</p>	

D	Equipment supplied to PP students through HOY/DHOY KLA/HOY/DHOY	Students ready to learn and feel equipped for the day.	HOY/DHOY to have equipment boxes to supply PP students with pens, pencil, ruler, rubbers etc...	
D - E	Continue to raise the profile of parents applying for FSM. LOL/KLA	Hunger in the classroom is linked to lower attainment, poor behaviour and health concerns.	FSM letter and group text sent out termly.	
D - E	Continue to promote Breakfast Club. Invitation sent out termly through letters or group text. KLA/MPA/VCR/BC staff	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 and group texts sent out termly. Experienced staff running Breakfast Club in order for maximum numbers of children to access this service. This will also supports attendance, punctuality and home circumstance.	
D - E	Continue to build upon Action for Young Carers. Letters or group texts to be sent of termly. Along with year group assemblies. This is to raise the profile of YC students across the academy. AYC award to raise the profile and support given to young carers. KLA/MPA/VCR	Large proportions of young carers at Skegness Academy are Pupil Premium students. EEF: low cost, cost effective and targeted at an appropriate Pupil Premium group to improve attendance and attainment.	Experienced staff running Young Carers to be able to support the needs of these students. This will be done through weekly support groups for KS3/4. Staff training and awareness raising with both staff and parent.	
A - E	Careers Lead to support in ensuring Pupil Premium students have a	Careers Lead to support students in guidance, option choices and	Timetable of careers appointments to ensure all Pupil Premium pupils are given dedicated directed time	

	<p>focus on next steps, but also to support aspirations and improve focus drive in lessons to succeed.</p> <p>LOL/LTY</p>	<p>knowledge of post 16 opportunities.</p> <p>Pupil Premium pupils have low aspirations and knowledge of future progression routes.</p>	<p>as an individual and have an action plan to take home.</p>	
A - E	<p>Each faculty to be allocated £5,000 to bid for a project to improve attainment across pupil premium pupils.</p> <p>LOL/Faculty Leads</p>	<p>Personalising the approach to learning has a track record of raising attainment overall.</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>	
A - E	<p>The inclusion Centre for those students who find it difficult to cope with everyday life of mainstream education.</p> <p>SKE/DFI/STO</p>	<p>To engage, motivate and improve the attendance and attainment of Pupil Premium students through the provision of a bespoke support to suit their individual needs.</p>	<p>Regular review of students who access the inclusion centre to ensure support is given appropriately and personalised, through data drop, FTE, TP1 & 2, classcharts and the students personal support.</p>	
Total budgeted cost				

OTHER APPROACHES

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Intended and actual effect (impact) and lessons learned.
A, B, D & E	Y9 students to participate in 'Prison Me, No Way' Multi Agency Day DFI/HOY/DHOY	Use these programme to show students the reality of what happens if you get things wrong. These programmes support pupils with rational decision making and making the right choices.	Staff to attend all sessions with their groups to ensure a teamed up approach to changing attitudes and behaviour.	
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. LOL/KLA	Staff to be trained to drive the mini bus. Mini bus used to support with: <ul style="list-style-type: none"> • Intervention • Attendance • After school detentions • Parent events • Support with exams SLT and trained drivers.	Staff trained to drive the mini bus. Mini bus used to support with: <ul style="list-style-type: none"> • Intervention • Attendance • After school detentions • Parent events • Support with exams • Extra curricula activities • P6 sessions SLT and trained drivers	
A, B & D	Mental health and wellbeing, social and emotional counselling LOL/KLA	Many of the barriers to learning which our students experience are associated with their feelings, with their emotional state. To support students manage their feelings,	A trained counsellor to support with weekly meetings to support Pupil premium students. Students to be able to manage their emotions and make positive choices in regards to their education. Tracking of data drops	

		understand who they are and where they are going is vital to support them in making academic progress.	and A2L, classcharts and reports to evaluate students' progress.	
A, B & D	Commando Joe led weekly programme DFI	To raise self-esteem, confidence and resilience of Pupil Premium students through building on aspirations, taking ownership of themselves, positive communication, respect and academic achievement.	Regular review of student's and timetabled sessions to ensure support is given appropriately and personalised Student data indicates increasing positively attitude to learning and improved outcomes across the curriculum and less low-level behaviour incidents.	
A, B, D & E	Learning Performance LOL/KLA	EEF Toolkit highlights metacognition and self-regulation skills as having consistently high levels of impact, with pupils making an average of seven months additional progress.	Timetabled sessions to support students <ul style="list-style-type: none"> • Metacognition • Learn to learn • Self-regulation and resilience • The whole child. Review of data drops and evaluation forms from Learning Performance.	
A, B, D & E	Luke Staton Inspiring the next generation LOL/KLA	To support Pupil Premium students with providing skills and strategies to adopt when faced with change or challenging situations. Trigger intrinsic motivation and energy to encourage students to work hard and achieve personal life goals.	Student data indicates increasing positively attitude to learning and improved outcomes across the curriculum and less low-level behaviour incidents.	

A, B, D & E	Extra-Curricular Activities	<p>These activities are to support the development of the Pupil Premium students Cultural Capital.</p> <p>Children from poorer backgrounds are not always getting the same opportunities to take part in extra-curricular activities as the Non Pupil Premium students</p>	<p>A range of different extra-curricular activities to take place throughout the year to give students a range of experiences.</p> <ul style="list-style-type: none"> • Boxing • Dance • Swimming • Cheer leading • Art • Cooking • Computing • Gardening • STEM <p>Student data indicates increasing positively attitude to learning and improved outcomes across the curriculum.</p>	
Total budgeted cost				

REVIEW OF EXPENDITURE				
Previous Academic Year		2018/19		
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?	Estimated impact and lessons learned.
A – D	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 Premium register so that teachers are fully informed about each student. This will support and inform QFT, intervention and pastoral support. KLA/HOY Annually	<p>Predictions for 2018/19 results show that Voc Art, Voc Construction and Voc Performing Arts have all eliminated the achievement gap this academic year.</p> <p>Similarly the achievement gap has diminished in History, Voc ICT and Voc Sport.</p> <p>In Health and Social Care PP pupils outperformed Non-PP students.</p> <p>There is a significant improvement in how pupils are performing in vocational subjects compared to more academic options, this needs to be addressed through faculties to ensure PP students achieve the same as Non PP.</p> <p>In student voice, PP pupils agreed with their Non-PP pupils in relation to their enjoyment in attending Skegness Academy; that behaviour policies were being followed; that lessons began punctually; and seating plans in place. PP pupils do not feel staff have as high expectations or challenge them as much as their Non-PP peers. With this in mind, more focus is needed on PP students in the academic subjects, but also across all subjects, teachers need to ensure PP students have the same high expectations and are being stretched and challenged in lessons as their non-PP peers, if we are to see the PP gap diminished.</p> <p>PP coordinator will conduct 3 student voices per year to allow PP students to have a voice on their education, but also to see if their views are different one year later.</p> <p>The Pupil Premium register will continue next academic year to raise the profile of all PP students. CPD will be provided for all staff on PP</p>

				barriers to learning to support with the identification and support of these students in lessons.
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. <ul style="list-style-type: none"> • Presentation of work • Placement • Priority • Praise • Progress overall 	Review of seating plane to ensure PP students are placed correctly. Review of schemes of learning.	<p>The 5P focus alongside other strategies introduced this year has been inconsistent in its application resulting in very little success. There has been more evidence of PP pupils attainment improving where teachers identify PP pupils early on and use intervention to support all aspects of their learning.</p> <p>With over half of the cohort being PP pupils it is important that any new strategies introduced in the new academic year are proposed from an entirely PP perspective and not introduced through other means, thereby diluting the importance of the needs of these pupils. The drive to improve PP attainment has to be observed as normal working practice rather than a short term strategy.</p> <p>Identification will be the most important factor for QFT with the use of seating plans to be a focus within the classroom. Staff will be led in using the PP register, being aware of the barriers that pupils have to learning, addressing the needs of these pupils in the classroom. CPD will be provided on how to personalise intervention to support barriers to learning, aside from providing financial support.</p> <p>Intervention needs to be more robust and tracked per PP student. The PP register will be used for each faculty to support this but APs will also need to ensure that within their faculty pupils barriers to learning are addressed with appropriate intervention. Intervention also needs to be communicated with parents so that parental engagement is maintained. This will be a new initiative called the 5 stages of intervention.</p> <p>QFT should teach to the highest level and not allow students to coast at a "pass" level. Using good quality baselines that assess starting points will allow for teachers to teach to highest level for their learners.</p>	
QA of the 5P focus	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. Whole staff CPD to ensure continuity and Faculty based CPD for the 5P's. RSM TLB/Faculty Leads Termly QA calendar and data drops		
CPD on improving the 5P's				
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.	QA by triads to ensure consistency. RSM TLB/Faculty Leads Annually		

	<p>Data and Intervention</p>	<p>Data is used to inform intervention for Pupil Premium students and to support their overall progress.</p>	<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"> • Targeted English and Maths intervention on Monday and Wednesdays. • Other subjects Mondays, Thursday and Fridays • Lunchtime intervention. <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>Accelerated Reader programme for Years 7 – 8.</p> <p>Early intervention through the Coastal programme, LinchHigher (Lincolnshire outreach network) to support</p>	<p>Targeted intervention (P6) and holiday booster session for students across year 11 took place throughout the year. This provided an extra period of learning for identified students based on their progress and intervention needs. Each evening was dedicated to different subjects with attendance to these monitored to ensure that students could access as any many sessions as needed. The holiday sessions all PP students were invited to take part in extra provision to support in those subjects they were not performing well in. The overall percentage of PP students that participated in this was 69%. This will continue into next academic year and will continue to focus on PP students who are not performing in subjects or would like extra support at the start of Y11. We should hopefully see a rise in the students taking part and have a positive impact upon their progress.</p> <p>Accelerated reader was started in September 2018 to support with improving reading ages and allow students to access the curriculum more easily. Figures show that PP students in year 7 have made more progress than their Non-PP counterparts. The progress has not been as significant with year 8 students with Non-PP fairing better in the results. Accelerated reader will continue next academic year across three year group (7- 9). The introduction of DEaR is hoped to further improve here and promote the love of reading.</p> <p>PP students and staff took part in sessions on metacognition, self-regulation and the whole child. This was to help raise achievement and aspirations, as well as embed metacognition and resilience into the learning culture</p>
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			<p>students with academic and pastoral development.</p> <p>Fewer incidents reported through internal MIS.</p> <p>HOY/DHOY to identify students with poor attitude to learning from each data drop. HOY/DHOY to have meetings to discuss concerns and address any barriers to learning.</p> <p>TJO Faculty triads/ teaching staff Half Termly - data drops and end of Intervention cycle review.</p>	<p>Students were monitored through MIS and appropriate intervention to support the students both academically and pastoral. HOY/DHOY support in the identification of barriers to learning. This supported to create the PP register. Reports, parent meetings, lesson hot spots, time out cards, PSPs, family key worker, CP, teachers, mentor and faculty triads were used as strategies to support with PP students. This will continue next academic year, with the added attitude to learning added to the strategies used. HOY/DHOY will use A2L after each data drop to identify those PP students who are not achieving in lessons. This will allow specific targeted intervention for those students that have been identified from the teacher, this will also support in identifying specific barriers to learning in each subjects.</p>
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"> • Accelerated Reader programme • Library • Discreet literacy lessons • New mark scheme • faculty based literacy programmes • Tutor based literacy 	<p>Monitored and evaluated by the SENCO and Curriculum Leader for English and literacy lead for English.</p> <p>RSM/LSW/ English Faculty Termly</p>	<p>The library move is completed and set up for students to use. Students have access to the library during break and lunch times, Y7 – 8 use the library through library lessons and accelerated reader. This will continue into the next academic year with Y9s to start accelerated reader and reluctant readers to use the library during DEaR time. These will be supported with staff and sixth form students to develop the love of reading.</p> <p>The 8 pillars were briefly trialled across the faculties driven by the teaching and learning board. Small gains were made with this,</p> <ul style="list-style-type: none"> • Accelerated reader has been used within year 7 and 8 • A new library has been opened. • Discreet literacy lessons were started in 2018 and are due to continue in 2019. These lessons will be further developed by a new Lead practitioner for English. • A whole academy marking system for literacy was introduced including the “dirty thirty” specific to department areas. • Tutor based literacy is used within each year group but following staff absence was not completed consistently.

		<ul style="list-style-type: none"> • Developing resources for the use of students • Catch up 		To further embed literacy across the curriculum there has been a new appointment, this is lead practitioner for English. They will oversee literacy across the curriculum.
Total budgeted cost £197,000				

TARGETED SUPPORT				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated impact and lessons learned.
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</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</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 & 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</p>	<p>The EWO has worked with 104 PP students this academic year, this is 25% of the PP cohort compared to 13% non PP. From the start of September, intervention strategies have ranged from attendance report cards to school attendance meetings to legal proceedings.</p> <p>There has been a significant drop in lates this academic year. Last year PP lates was 3.7%, this year it had been reduced to 1.5%. Attendance admin to continue next academic year, along with home visits and the use of the mini bus.</p> <p>The overall attendance for PP students is 90.18% this is a drop from last year of -1.92%. One of the main reasons for this is, a small group of students who started the academic year with 0% - 50% attendance, this is due to permanent exclusions waiting for their appeal, missing in education coming back from the summer and students who attend alternative provision.</p>

	<p>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.</p>	<p>narrower than the national average of 3.9%.</p> <p>More EWO time available for targeted support for PP students.</p> <p>Home visits done using the school mini bus.</p> <p>Pupil Premium attendance for 2016/17 was lower than the overall attendance at 90.17%.</p>	<p>processes introduced in February 2018 to track and monitor absence.</p> <p>EWO Team/ SENCO/HOY Weekly attendance meetings.</p>	
A & E	<p>Uniform given to all PP students in Y7, Y10 and Sixth Form. Additional uniform needs met as and when required.</p> <p>Equipment supplied to PP students.</p>	<p>Students are dressed appropriately and can attend the academy feeling confident and happy in their appearance.</p> <p>Students ready to learn and feel equipped for the day.</p>	<p>High level of attendance and intervention in place via EWO if falls below expected target.</p> <p>Uniform triage each morning to ensure of PP students have the correct uniform.</p> <p>Staff to have equipment boxes to supply PP students with pens, pencil, ruler, rubbers etc...</p> <p>HOY/EWO/Teaching staff On-going</p>	<p>From observations we can see that children who are wearing the appropriate school uniform appear more confident within the school environment and when interacting with their peers. HOY/DHOY have monitored the uniform of their PP students within their year groups. This has been done through the uniform triage, but also supporting those families who are the most disadvantaged and ensuring they are not penalised because of their social background or finances.</p> <p>With the move to blazers and all year groups to be dressed in black jumpers next year, PP students can apply for financial support. This will support parents in ensuring their children are not disadvantaged to their non-PP students.</p> <p>The equipment box has supported with ensuring PP students are equipped for lessons. This removes a barrier to learning that PP students face on a day-to-day basis. To continue to build upon students becoming more responsible for their own learning and to ensure the we embed responsibility within our students; the equipment box will now move to students having their own equipment to look after and maintain. All PP students will be supplied with basic equipment, unless they have their own.</p>
A and E	<p>Raise the profile of parents applying for FSM – same incentive of £10</p>	<p>Pupils are not coming to school hungry. EEF evidence shows that breakfast makes a real</p>	<p>Letters sent out termly to ensure all students have access to FSM and those eligible for breakfast club.</p>	<p>It has become clear that there is a clear stigma to being a FSM/PP family. Due to this the way in which the letters are written discusses with parents what opportunities are available to their children rather than about their financial situation and being disadvantaged. This</p>

	<p>voucher for the child for each new application received.</p> <p>Promote Breakfast Club which was re-launched in 2017/18 on a regular basis (termly).</p>	<p>difference to concentration.</p> <p>Breakfast Club ensures students have a settled start to the day. This will also support punctuality, attendance and families.</p>	<p>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.</p> <p>KLA//Breakfast Club staff. Half termly.</p>	<p>promotes learning and a range of different opportunities that are available. A FSM/PP leaflet has been created to explain the benefits of applying and how this can support their child.</p> <p>Breakfast club has developed and grown over the course of this academic year. Students have moved from a classroom to a cooking room and have started to prepare and make their own breakfasts. The food changes weekly and termly and provides students with different food ranges to try. Students are more interactive and are developing life skills for the future.</p> <p>Breakfast club will continue next year and this will be promoted on the website with a full menu for the year. Letters will be given out to all students who are eligible, along with text message directing them to the website. There will also be a reward section added, best kitchen hand, most improved and master chef.</p>
A and E	<p>Re-launch of Young Carers. Letters to be sent out to parents termly and to raise the profile of YC students across the academy.</p>	<p>Large proportions of young carers at Skegness Academy are Pupil Premium students.</p>	<p>AYC award to raise the profile and support given to young carers.</p> <p>Re-launch of the group.</p> <p>6 form motoring with PP students who attend AYC. This will provide a support network for PP students.</p> <p>KLA/VCR/ MPA Termly</p>	<p>There has been a large body of work to raise the profile of young carers. There has been staff CPD, notice boards for both staff and students on how to refer a young person to YC. There is now a policy for YC and an up to date website to support families.</p> <p>YC are currently in the process of putting in an application for the bronze Yong Carers award.</p> <p>Young Carers will continue next year and there will be a plan for activities that will support with their needs as YC.</p>
C	<p>Re-launch strategic and rigorous approach to develop reading for pleasure in Y7 - 8.</p> <p>Y7 - 8 students, reading ages to be tested in September to ensure that lessons are suitably pitched to allow for</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 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>LAJ//KCU</p>	<p>Accelerated reader and discreet literacy lesson to continue and the introduction of DEaR to support reading for pleasure within Y7 – 8. With these new initiatives, being introduced there is a need to ensure there is enough books for PP students. At present, there are 417 PP students on roll, to support this there will be new books bought to support with these initiatives. These will be age related and books to promote the love of reading.</p> <p>The Learning Resource Assistant will work with the lead practitioner for English to track and monitor PP students in accelerated reader.</p>

	<p>challenge and development.</p> <p>Review marking policy to implement marking for literacy as a key focus.</p>		Half termly	
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 Half termly.</p>	<p>All NRAs are baselined to ensure they are in the correct groups. This will continue next academic year.</p> <p>Due to the library not being completed until Term 5, reading ages were not tested every half term. This will be done next academic year. Y7s PP students have made more progress with 40% at or above their reading ages compared to None-PP students at 28%. Y8s have not made as much progress, but to support this they will continue with accelerated reader into Y9. 13% of PP students were at or above their reading ages, while 41% of Non-PP students are at or above their reading ages.</p> <p>All students will be able to access the library from September along with intervention for all Y11 students. Subjects will have specific days for sessions. This will allow for students to have access to as many sessions as possible. The use of data drops will also be used to have targeted intervention; SISRA will be used for this.</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.</p> <p>Minimal number of students accessing internal alternative provision multiple times.</p> <p>SKE/STO/BIB Termly</p>	<p>A host of students this year have had the opportunity to engage in alternative provision placements. 10 students overall have had placements. Some only lasting 6 weeks as successful, some longer and others have been transferred to placements through the Lincolnshire Ladder of Intervention. KS3 16 weeks placement at Springwell and KS4 16 weeks plus placements at Build A Future. During this time support from the county Pupil Reintegration Team has been had. The two Y11s who had placements, have both had interviews for college and await their GCSE results to find out which course they will be able to start in September. The half of students who attend alternative provision also have further external agencies</p>

				<p>working with them and their families. Head of Inclusion attends TAC, CIN meetings and parents have a direct line to her and her team if needed. SKA will always aim to only use off site provision placements through the Lincolnshire Ladder. The new Inclusion Centre will open in September to support further students who struggle in main stream education. The aim always to support students to get back on track academically and support with their behavioural and emotional wellbeing. Support mentors will engage with students at the 8 week review of the PSP to try and prevent FTEs, assessing for further unmet needs, aiming</p> <p>A and B Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate. 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. 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. 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> <p>to support in closing the gap in literacy and numeracy, completing behavioural and emotional work packages- the outcome being reducing the number of students who need to access alternative provision.</p>
B	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>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.</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 Weekly updates from independent Careers Advisor</p>	<p>All Y11 PP students have had a careers meeting to discuss next steps. This has supported them with their destinations for next year. From this, 50% of PP students have applied to come back to sixth form. This is an increase based on last years results.</p> <p>Y11 NEETs for 2018 were below national average. (SKA: 0.6% National: 3.6%)</p> <p>Validated data for 2018 shows that 97.1% of Year 11 leavers entered a sustained and appropriate destination (1 unknown) and the number complying with the Raising Participation Age legislation was 97.06% with national being 94.6%. As part of the personalised careers and aspirations agenda at the Skegness Academy and the drive to develop</p>

		<p>Provisional data for 2017 shows 38%.</p> <p>Pupil Premium pupils have low aspirations and knowledge of future progression routes.</p>		<p>links with the local economy, the number of leavers entering Apprenticeships has increased by over 2%.</p> <p>Internal data for Year 13 leavers for year ending 2018/19 saw a significant increase in the number of applications to Higher Education with internal tracking showing that 60% of leavers accepted an offer to a university. The number entering employment remained in-line with the previous year and the Academy are currently tracking at zero NEETs.</p>
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> <p>Faculty Leaders On going as a request is made.</p>	<p>There have been slight improvements in some subject areas but there are still improvements that need to be made to ensure the faculty bids support PP students in and out of lessons. This approach will continue, as it needs time to evolve. Within the bids there will need to be some consideration for student's capita culture, outside of the classroom learning, trips, speakers etc.</p> <p>Faculty PP bids need to be well targeted and have a robust follow up in order to ensure that they are having an impact where needed. This can be done through case studies of whole groups or individual students depending on the bid. There</p> <p>Faculty leads to ensure that the barriers to learning are being covered by the bid, as this is one of the biggest problems that PP students face in lessons.</p>
B, D, E and F	<p>Targeted intervention with pupils with significant or persistent behaviour issues.</p>	<p>Internal SKA data shows that pupil premium pupils have a higher risk of exclusion.</p> <p>Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.</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> <p>SKE/DFI, Pastoral Team/Faculty triads Daily analysis of behaviour incidents</p>	<p>To support students who have significant or persistent behaviour issues TP2 (turning point), This was to support restorative justice with students and to give them social/emotional support needed.</p> <p>This year there has been a slight increase for PP students, 35% (149) of PP students who used TP2 compared to, Non-PP who have seen a 5% rise from last year, 22% (86). 2017/18 there was a total of 33% (140) of PP students compared to 17% (66) of Non-PP students</p> <p>FTE has seen an increase on the number of PP students who have been fixed term excluded, 24% (101) of PP, compared to 10% (38) None-PP students.</p>

		Student specific interventions will have a greater impact. (4 months)	Weekly line management meetings Termly tracking and monitoring.	<p>Students who disrupt the learning of others are sent to TP1, this is to allow teachers to continue to teach without disruption. There has been 76 (18%) PP students who has used this as a sanction, compared to 32 (9%) None-PP students.</p> <p>The most effective strategies that have been used will continue next year Pastoral year team report booklet, Staff mentor (identified through existing positive relationship), Reduced timetable that enables a phased return to full timetable, BOSS referral - external agency support for behaviour needs. The use of TP1 & 2.</p> <p>To support with this increase there will be new strategies to support PP students, these will be, SKA Inclusion centre - Managed by 4 staff. Students failing at PSP review point, identify areas of need and students 'check in' to Inclusion Centre and receive subject specific intervention. Commando Joe's commando led programme. Timetabled behaviour intervention for students 'drop in' to SKA Inclusion Centre.</p>
Total budgeted cost £135,000				

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?	Estimated impact and lessons learned.
B, D and E	<p>Y9 students to participate in 'Prison Me, No Way'</p> <p>Y7 & 9 students Humanutopia</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.	<p>Tutors to attend all sessions with their tutor groups to ensure a teamed up approach to changing attitudes and behaviour.</p> <p>SKE/CHA Easter 2019</p>	<p>PMNW Pupils were also asked, having experienced a Crime and Safety Awareness day, whether they would be less likely to commit a crime. Out of those that replied 84% said they would be less likely to commit a crime.</p> <p>All PP students experienced Humanutopia and supported them in feeling more confident about their future, proud of who they are, understand people without judging and determined to develop necessary workplace skills. All students had the chance to become a hero's, 30% of PP students took this opportunity to become roles models for primary school students as the transfer to secondary education. This is the first year for this programme has run, this will continue next academic year with more PP students becoming Hero's and building upon its success.</p>

B and E	Partnership with LincsHigher to raise aspirations of Pupil Premium children in Y9-13.	<p>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> <p>Evidence from the Sutton Trust EEF Teaching & Learning Toolkit shows that equipping students with these skills pupils made an average of 8 months' progress</p>	<p>Positive activities in place and are evaluated for effectiveness though 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"> • Raising aspirations • Revision/study skills • Mental toughness • Behaviour • Subject/carers specific sessions • Parent/carers engagement • Along with this, inspirational speakers <p>Pupil data indicates increasing positively 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> <p>KLA//HOY On-going</p>	<p>They have been a variety of activities to support the students with aspirations, careers and next steps. Students have taken part in college and university trips, along with workshops. Students have had sessions on revision, careers, and inspirations speakers.</p> <p>Within the impact report, 97.2% of the students thought the session were helpful and supported them with their academic studies. For the staff CPD 75% thought the session were helpful and would help them support PP students in lessons. This will continue to next academic year and help embed metacognition and resilience from Y7 – 11. The need for early intervention is clear as this will support PP student progress and inform them on the option process in Y8, but also to help pupils think about their own learning more explicitly, by teaching specific strategies for planning, monitoring and evaluating their learning.</p> <p>The development of the costal aspiration programme will continue and include careers to support with students aspirations, but also Y11 & 13 next steps.</p>
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 evets.</p> <p>SLT On-going</p>	<p>Parent feedback for parents evenings are positive. There is a new layout for these evenings. This has moved from the bistro to rooms, allowing more space and privacy for both parents and teachers to discuss students. This year 43% of PP students attended parents evenings compared to 51% Non-PP. The ratio for this is 15:16, showing that there is a similar number of families attending parents evening.</p>

				To support with the application of FSM the possibility to have parent sessions to support with the applications outside of the school environment.
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"> • Intervention • Attendance • After school detentions • Parent events • Support with exams <p>SLT and trained drivers On-going</p>	The mini bus has supported with a variety of interventions. This has supported with students being able to stay for P6 sessions, picking up students for attendance, exams and sanctions. The mini bus will continue to support with these and more activities, such as extra-curricular activities and trips to enrich the student's culture capital.
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"> • Memory techniques • Surviving exams • Fixed vs. growth mind-set • Support your child at home • How to understand and condense text/entire topics • How to turn those notes into something creative and memorable with A – Maps • Specific course support <p>Review of data drops.</p> <p>KLA/ HOY On-going</p>	<p>This is still in the developing stages. It was evident that parents did not understand FSM/PP. Before parent sessions were introduced, it was important to educate parents before these sessions took place. Parents now have more information on FSM & Pupil Premium. Parents have taken part in a parent voice and have also given suggestions for how the PPG should be spent to support their child. Some of the suggestions are below.</p> <p>Uniform Trips Extra support Equipment Revision materials</p> <p>Other suggestions, which will be looked at to support PP students Laptops to support with completing work at home 3D scanner More technology in lesson Social events Extra-curricular activities</p> <p>Next academic year, Learning performance will support with parent sessions. Luke Staton will also support with challenges with young people. Students also have support from these, this</p>

				support both parents and students. This will be open to all PP students.
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. KLA Termly	Parent voice was conducted to see how parents viewed the Academy and Pupil Premium. 167 (21%) parents took part in the survey. The feedback for PP was 66% of parents didn't know what PP was didn't know what the money was spent on. A Pupil Premium leaflet has been designed to support parents understanding what it is and to move away from the stigma of it being poor and more about provision and intervention for the students. The school website has been up dated to support it being parent friendly. PP coordinator will conduct 3 parent voices per year along side students voice to see if the profile of PP has improved with parents.
				Total budgeted cost £111,576