

Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| School | Sybil Andrews Academy | | | | |
| Academic Year | 2017-18 | Total PP budget | £46,827 | Date of most recent PP Review | N/A |
| Total number of pupils | 402 | Number of pupils eligible for PP | 87 | Date for next internal review of this strategy | July 2018 |

| 2. Current attainment | | |
|---|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 5A* - C incl. EM (2015-16 only) | NA | |
| % achieving expected progress in English / Maths (2015-16 only) | NA | |
| Progress 8 score average | NA | |
| Attainment 8 score average | NA | |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Poor prior attainment in maths and English |
| B. | PP pupils perceive themselves to be poor learners and many lack confidence and/or struggle to meet behavioural expectations |
| C. | PP pupils do not have funds to access 'enrichment' such as trips, or indeed some learning aids |
| D. | Poor literacy, particularly in years 8-10 |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Disadvantaged Pupils have lower attendance than non-disadvantaged pupils |
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4. Desired outcomes *(desired outcomes and how they will be measured)*

| | Success criteria |
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| A. | Pupils' attainment increases |
| | Percentage 9-4 & 9-5 Basics is in line with national for non-PP pupils |

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| B. | PP pupils' behaviour and confidence improves | Fewer incidences of 'off task' behaviour & achievement increases |
| C. | PP pupils are able to attend trips and purchase learning aids as needed | Pupils can attend trips as needed |
| D. | PP pupils reading and spelling ability improves significantly | Pupils' close gaps to reading and spelling age |
| E. | PP pupils' attendance improves | PP pupil attendance is at least equal to non-pp pupils nationally |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2017-18 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve Literacy, Numeracy and low academic achievement on entry (A,D) | Appoint excellent leaders and teachers for all EBACC subjects | Evidence suggests that pupils from disadvantaged backgrounds make significant gains when taught by effective teachers. Non disadvantaged pupils gain also. | Lesson observations, learning walks, data drop analysis. In addition, Samuel Ward Academy Trust will also review the quality of teaching & learning as part of the annual review. | AP/SD | On-going throughout the year SWAT review in Feb 2018 Impact of teaching on outcomes to be monitored after each data drop |
| Total budgeted cost | | | | | £30,000 |
| 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? |
| Improve mathematical understanding (A) | Pupils will be set defined amounts of additional study through Hegerty Maths | Hegerty Maths has received a number of positive reviews. Our use of this resource will be to provide a tailored, bespoke package for each individual to help them 'fill the gaps' in their understanding | Identified lead (BT) Training for all staff to ensure that they are able to guide their tutees Shared use of data via learning coaches and mentors Regular tracking & intervention | BT | After each data drop – four times over the year |

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| <p>Improve literacy from low starting points - especially in reading</p> <p>(A, D)</p> | <p>Implement Accelerated Reader across the school</p> | <p>AR has a proven track record of impact and clear guidelines as to how to get the best impact. Suffolk have also included it in the Raising the Bar Initiative Funding as an intervention with a sound evidential base.</p> | <p>Assign a designated lead (DH)</p> <p>Report termly</p> <p>Train all staff in its use</p> <p>Invite parents into school to explain how it works</p> <p>Ensure that sufficient curriculum time is given to have best impact</p> | <p>DH</p> | <p>Termly</p> |
| <p>Improve basic numeracy & spelling skills for identified pupils</p> | <p>Small group intervention – spelling and numeracy catchup</p> | <p>Initial baseline assessment indicates that a number of disadvantaged pupils have poor numeracy and low spelling ages. A number are lower attaining pupils and/or pupils with SEND</p> | <p>Review impact using Access Reading Tests and also Nelson single word spelling tests</p> | <p>SH</p> | <p>Termly</p> |
| <p>Improve PP pupils attendance so that it is line with non-pp pupils</p> <p>(E)</p> | <p>Employ additional capacity in the Office to provide for attendance meetings with PP pupils that are not attending school</p> | <p>A number of disadvantaged pupils are not attending school on a sufficiently regular basis. There is a need to increase engagement from parents to explain impact of absence</p> | <p>Half termly monitoring of all pupils</p> <p>Weekly attendance checks on identified lower attenders & rapid intervention with parents</p> | <p>SW/JM</p> | <p>Every two weeks</p> |

| Total budgeted cost | | | | | £4,515 |
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| 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? |
| Improve self perception of disadvantaged pupils and also improve attitudes to learning (B) | School Counsellor & Green Light Trust Forest School Interventions | Evidence suggests that disadvantaged pupils can lack support at home. This can manifest itself in a number of ways, including low self esteem and also disengagement from school. The Green Light Trust has a proven track record of successfully working with small groups of pupils that have difficulty forming relationships and/or struggle with their self esteem. | Pupil perception interviews Analysis of exclusions and also behavioural incidents – both should decline Improvements in academic performance of key pupils | JM | On-going- end of each half term |
| Disadvantaged pupils are able to access a range of trips and there is no barrier to accessing school (C) | Trips & uniform bursaries | Low family income can deter pupils from engaging with additional trips and enrichments. Uniform costs can also deter pupils from attending the school | Establish a bursary and maintain records of use Ensure that parents are aware of their entitlement | JC | Termly |
| Improve self esteem through support in school and also raise academic achievement (B) | Create small 'coaching groups' of between 15-17 for all pupils | Evidence suggests that metacognition can have a significant impact on learning and outcomes. To facilitate this, we have created small coaching groups with a focus on discussion, coaching and one to one support | Learning walks Staff training | JM | On-going |
| Total budgeted cost | | | | | £15,085 |

6. Review of expenditure

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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 |
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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 |
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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 |
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

