

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Sybil Andrews Academy				
Academic Year	2016/17	Total PP budget	£38,017	Date of most recent PP Review	N/A
Total number of pupils	204	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July 2017

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

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

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

A.	Poor literacy on entry to the school
B.	Low academic achievement – PP pupils enter the school having made less progress than many non PP pupils
C.	PP pupils perceive themselves to be poor learners and many lack confidence and/or struggle to meet behavioural expectations
D.	Poor numeracy on entry to the school
E.	PP pupils do not have funds to access 'enrichment' such as trips, or indeed some learning aids

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

F.	There is an attendance gap between PP and non PP pupils
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	PP pupils reading and spelling ability improves significantly	PP pupils close gaps to reading and spelling age

<b>B.</b>	PP pupils' attainment gap closes	Attainment gap on 9-4 & 9-5 Basics closes
<b>C.</b>	PP pupils' behaviour and confidence improves	Fewer incidences of 'off task' behaviour in lessons
<b>D.</b>	PP numeracy improves	9-4 & 9-5 measure – PP pupils are 'on track' to achieve target grades
<b>E.</b>	PP pupils are able to attend trips and purchase learning aids as needed	Pupils are able to attend as needed

5. Planned expenditure					
Academic year		2016-17			
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, B,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 2017
<b>Total budgeted cost</b>					<b>£23,000</b>
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy from low starting points - especially in reading  (A)	Implement Accelerated Reader across the school	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.	Assign a designated lead (DH) Report termly Train all staff in its use Invite parents into school to explain how it works Ensure that sufficient curriculum time is given to have best impact	DH	Termly  £350

Improve basic numeracy & spelling skills for identified pupils	Small group intervention	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	Numeracy will be tested using an in-house numeracy diagnostic tool based on KS2 SATS papers with the aim of closing the gaps to age related levels. The test assesses students' ability in numeracy and gives a grade based on GCSE 9-1 (using our assessment model). The original grade boundaries have been set to mirror the KS2 result of the incoming Year 7 cohort and extrapolate grades from it for other years.		Feb. 2017  £900 (50hrs)
D Improve low academic achievement in French	Employ an additional languages teacher to provide small group and one to one intervention for disadvantaged pupils and others that are underachieving in languages	Evidence clearly indicates that high quality teachers have the greatest impact on increasing pupil achievement	Lesson obs  Pupil perception reviews  Data drop analysis	SD	On-going throughout year  £1,714
<b>Total budgeted cost</b>					<b>£3,250</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improve self perception of disadvantaged pupils and also improve attitudes to learning (C)	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	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	AP	Termly
Improve self esteem through support in school and also raise academic achievement (B,C)	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 materials  External coach to train staff & QA (£1,000 – 4 days)	JM	On-going
<b>Total budgeted cost</b>					<b>£12,053</b>

## 6. Review of expenditure

**Academic Year: 2016-17**

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£23,000</b>
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A, B, D

Funding used to appoint high quality, experienced staff in Maths & English

Evidence suggests that this approach will impact on PP and non-pp pupils significantly.

Impact: Significant impact from starting points on entry to the school for PP and non PP pupils in all year groups.

PP pupils have not, however, closed gaps to non-PP pupils as impact has been positive on all.

#### Basics Gains 9-4

Year 7	Sept	July	Gain
PP	25%	63%	38%
Non PP	56%	72%	16%
<b>Year 8</b>	<b>Sept</b>	<b>July</b>	<b>Gain</b>
PP	40%	70%	30%
Non PP	54%	73%	19%
<b>Year 9</b>	<b>Sept</b>	<b>July</b>	<b>Gain</b>
PP	6%	19%	13%
Non PP	40%	58%	18%

#### Basics Gains 9-5

Year 7	Sept	July	Gain
PP	8%	38%	30%
Non PP	27%	56%	29%
<b>Year 8</b>	<b>Sept</b>	<b>July</b>	<b>Gain</b>
PP	7%	40%	33%
Non PP	54%	71%	17%
<b>Year 9</b>	<b>Sept</b>	<b>July</b>	<b>Gain</b>
PP	0%	6%	6%
Non PP	13%	40%	27%

Strategy worked overall, with PP cohort making larger gains than non-pp in most year groups. Both PP and non-pp pupils entered the academy with low levels of attainment in maths and English and still need to close the gaps to their potential, particularly in years 9 & 8. This strategy will continue in the new academic year with the addition of extra maths sets to allow for fine setting and a more bespoke provision to sustain gains.

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	Use Accelerated Reader across the school to improve reading outcomes.	<p>Evidence suggested that if implemented appropriately, this would have a significant impact on pupils' ability to read.</p> <p>Success criteria:</p> <p>Impact: Significant for both PP &amp; non PP pupils, though PP pupils benefitted to a slightly greater amount.</p> <p><b>PP growth:</b>            <b>Non-PP growth:</b></p> <p>Y7: +1y 7m            Y7: +1y2m  Y8: +1y5m            Y8: +9m  Y9: +9m                Y9: +10m</p>	<p>This had impact because time was allocated within curriculum and all staff were trained.</p> <p>Identified lead to drive the initiative (DH) was also very effective. Impact was significant on most pupils, but for some PP pupils with specific SEND in year 9 it was less so.</p> <p>An alternative approach will be needed to support them in future.</p> <p>AR will continue as an intervention in the next academic year.</p>	£350

A	Use small group teaching to improve spelling & reading	<p>Reading between the lines had significant impact on the small number of pupils that were involved in the one to one and small group teaching.</p> <p>Pupil A – 2 years progress (year 7)  Pupil B – 1 year 6 months (year 8)  Pupil C – 2 years in 2 months (year 9)  Pupil D – 3 years &amp; 9 months in 8 months (year 9)  Pupil E - 4 years &amp; 5 months in 8 months (year 9)  Pupil F – 2 years 10 months in 8 months (year 7)</p>	<p>Interventions effective for some PP pupils in terms of gains with basic spelling &amp; reading.</p> <p>Will be continued where appropriate</p>	£900
B	Additional Language Teacher appointed for 1 day a week to provide interventions for pupils that were significantly struggling in French, including PP pupils	<p>Evidence suggests that PP pupils gain the most when taught by high quality teachers.</p> <p>PP pupils av. Points in French rose from 3.00 at data drop 1 in September to 4.36 over the year.</p>	<p>Difficult to evaluate as a separate intervention due to the impact of wave 1 teaching also. However, overall experience and impact seems to have been positive.</p> <p>Going forward, our intention is to build this kind of intervention into the Enrichment timetable so that pupils do not have to be withdrawn from their lessons to make this happen.</p> <p>Funding will continue to be used to support this. Overspend was due to influx of pupils to school and need for additional interventions.</p>	£2,300

D	Provision of 'numeracy diagnostic booklets' in hard copy	Close gaps in basic numeracy			Figures shown in the 'change' column were proportions of a grade. Data from the period Sept. to Feb (when the intervention was stopped) showed that PP pupils had made some gains, particularly in year 7, but only in line with those of non pp pupils. Small gains were made in year 8 & 9, but less than non pp pupils. Intervention was stopped in February.	Minimal	
		<b>PP by Year</b>	Baseline	End of Jan			Change
		PP 7	4.4	5.1			0.7
		NoPP 7	5.3	6.0			0.7
		PP 8	4.6	4.8			0.2
		NoPP 8	4.9	5.3			0.4
		PP 9	2.7	2.8			0.2
		NoPP 9	3.9	4.7			0.9

### 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,C	Create small 'coaching groups' of between 15-17 for all pupils	<p><b>Success criteria:</b> Pupils academic performance improves from starting point in and in relation to FFT targets. Pupils become better able to plan their work and to take responsibility for learning.</p> <p><b>Impact:</b> Significant in terms of settling both non-pp and pp pupils. Academic performance has improved (see above) but PP pupils still are below non-pp on 9-4 and 9-5 Basics measure.</p>	<p>Though effective for most pupils, some PP pupils require additional help to organise and prioritise. This will be provided by mentors in the next academic year.</p> <p>Some progress made in terms of embedding coaching language and approach. School achieved Coaching Schools Bronze Award.</p> <p>There needs to be a greater focus on listening and speaking in year 7 to facilitate higher order thinking in years 8 upwards and a programme will need to be developed to address this.</p> <p>This strategy will continue as it is providing considerable support and challenge to pupils.</p>	£7,000

C	Use funding to support the appointment of a school counsellor and a non- teaching Inclusion Officer to address emotional & behavioural needs.	<p>Success criteria: To improve PP pupils' perceptions of school and themselves.</p> <p>PP pupils made good use of the school counsellor and school nurse. This had a significant impact on a number of individuals in all year groups.</p> <p>Interventions with individuals also changed perceptions of school and themselves, resulting in improvements in engagement and behaviour.</p>	<p>This approach was very positive for certain individuals. Significant impact on mental health and anxiety for both PP and non PP pupils. PP pupils used 50% of the time available – a large figure given that funding was for 14% of cohort.</p> <p>This will continue.</p>	£1,083
C	Forest School (With the Green Light Trust)	<p>Many pupils lack confidence and find social interaction difficult. The Green Light Trust specialises in running outdoor education programmes that build confidence and also encourage social interaction.</p> <p>Impact: All 'vulnerable' PP pupils in years 7 &amp; 8 were able to take part in a programme of activity. Impact varied, but was overall positive. Significant impact on a large number</p>	<p>Pupil perceptions were very positive and a number of parents commented on the difference the programme made to their child. Impact for many has been a growth in confidence and in a small number an improvement in behaviour in school, though disentangling this from the other strategies that may have brought this about is difficult.</p> <p>There is a need for a larger woodland to diversify activity. GLT are working to resolve this for the new year. This will continue as it has benefitted PP and non PP pupils alike.</p>	£1,345

E	Uniform & equipment bursaries	Cost of uniform can be a reason for parents not to send their child to a school, though DFE guidance states that it should not. Provision of subsidies for uniform meant that PP pupils settled in quickly.	<p>Not all parents were aware of the extent of the support in advance of their application to the school (as we were new and did not exist when they applied). We will ensure that this information is available to new parents. This accounts for the underspend.</p> <p>Money was redirected to GLT intervention &amp; work with PP pupils on transition to the new school in July 2017</p>	£350
	Trips bursaries	Some students are unable to access trips due to cost.	A number of parents utilised this facility and as a result pupils were able to take part in theatre trips, a cheer leading competition and a residential trip to the south of France, amongst others.	£145

## 7. Additional detail

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



