



## 1. Summary Information

<b>School:</b>	Sybil Andrews Academy	<b>Date of most recent PP review:</b>	October 2018
<b>Academic Year:</b>	2018-19	<b>Date for next internal review:</b>	October 2019
<b>Total number of students:</b>	588		
<b>Number of students eligible for PP:</b>	134 (23%)		
<b>Total PP Budget:</b>	£84,505		

## 2. Historic Attainment

	2018		2017		2016	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Achieving grades 9-4 including English and Maths						
Average Progress 8 Score						

\*The school has not yet had external GCSE results. Our first cohort will be 2019.

## 3. Barriers to Future Attainment (for students eligible for PP)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Poor literacy skills on entry to the school
<b>B.</b>	Poor numeracy skills on entry to the school
<b>C.</b>	ATL (Attitude Towards Learning) of PP students is worse than non PP students
<b>D.</b>	Limited participation and attendance to non-class based activities
<b>E.</b>	There is a gap in progress between PP students and non-PP students.
<b>F.</b>	PP students may not have access to sufficient resources
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	There is a gap in the attendance of PP students and non PP students
<b>H.</b>	Parents of students who are eligible for PP are less engaged with the school than parents of other children

**4. Desired Outcomes (and how they will be measured)**

	<b>Outcome</b>	<b>Success Criteria</b>
<b>A.</b>	High-levels of progress in literacy in key stage 3 for PP students.	PP students make more progress in literacy by the end of the year than non-PP students
<b>B.</b>	High-levels of progress in numeracy in key stage 3 for PP students.	PP students make more progress in numeracy by the end of the year than non-PP students
<b>C.</b>	Improved ATL for PP students for whom this may be an issue.	The gap for average behaviour points between PP and non-PP students reduces so the average behaviour points for PP and non-PP students are the same
<b>D.</b>	Increased participation and attendance to non-classed based activities.	Participation in trips, visits, extra-curricular clubs and leadership roles to be at least 'in-line' with non-PP students
<b>E.</b>	Improved outcomes for students eligible for PP at KS4	The P8 score for PP students is the same as non-PP students
<b>F.</b>	PP students are fully equipped and ready to learn	All PP students have the correct equipment required for learning
<b>G.</b>	Improved attendance for PP students.	The gap for average attendance between PP and non-PP students reduces so the average behaviour points for PP and non-PP students are the same
<b>H.</b>	Increased parental engagement with the school.	Attendance at parents evenings for PP students should be at least in-line with non-PP students



## 5. Planned Expenditure for 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

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	A working party built into staff CPD time to drive literacy standards up.	High quality teaching and collaborative working will drive standards up. Increased emphasis on extended writing tasks across all subjects at KS3 will support this.	The working party has been planned for this year's CPD. Feedback from working party leads on the literacy drive at different points throughout the year.	HoD English LDa/ CHa	Mar 2019
A, B	Literacy and numeracy catch up	Base line data will be used to identify these students. Small group work and subject interventions will be used to ensure rapid progress is made.	Students will be on the catch up programme will have clear start and end points to measure the progress made	BTa	Jan 2019
A, B, E	Funding for staffing in English and Maths	Quality first teaching is the most effective strategy to close the gap. Additional curriculum time has also been given to English and Maths with smaller group sizes.	Learning walks to support high quality T&L. SLT support for the Maths and English heads of department.	T&L team	Every half term
A	Accelerated reader	A program that has been shown to be effective in other schools.	Year 7 & 8 having timetabled library lessons. This will enable teachers to focus on delivering the program and ensuring that assessments are accurate.	HoD English	Mar 2019
E	GCSE Pod subscription	A proven and successful revision strategy that gives all students access to Pods outside of the classroom. Assignments and playlists can be set. This removes the barrier of access to resources and students were aided with log ins so they could access it on different devices if they did not have the internet at home.	Half termly reviews of number of pods watched. Staff training where required.	MWi	Half termly
E	PiXL subscription	PiXL is a partnership of over 1,700 secondary schools, 600 sixth forms, 500 primary schools	Review of PiXL subscription and resources used in T&L.	SDo	



		and 75 providers of alternative education. They share best practice to raise standards and to give students a better future and brighter hope. This includes many PP specific strategies and aiding quality teaching first.	Feedback from staff and students. Ensuring staff have training to access resources.		
<b>Total budgeted cost:</b>					<b>£50,000</b>

**ii. Targeted support**

<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>
C, E, G	Additional middle leaders as HoY	Additional pastoral leaders will provide a more effective structure for each year group raising standards in each cohort.	HoY will be led by the vice principal and supported by the pastoral and inclusion officers.	JMa	Jan 2019
G	A permanent attendance officer	Evidence shows that improved attendance makes a big impact on student attainment.	The pastoral team will collaborate at fortnightly pastoral meetings with attendance always an agenda item.	JMa	Termly
E	Senior lead in charge of student intervention	There is evidence to show that student intervention has a positive impact on progress. A whole-school approach to subject intervention will be implemented.	Feedback from HoD's on the new intervention approach. Monitoring of progress of the students on subject interventions between data captures.	MWi	End of academic year
C	2 x inclusion officers	Evidence shows that PP students have worse behaviour than their peers. Additional capacity in the pastoral team will allow targeted behaviour strategies to be implemented with pupils.	Training for inclusion officers. Fortnightly meetings within the pastoral team to discuss and monitor pupil behaviour and if it is having a positive impact.	JMa	Termly
D	Personal invitations, financial support, targeted approach through subjects and houses	We aim to ensure that our PP students engage with the school opportunities in line with their non-PP peers. We also want our PP students to have experiences that they may not ordinarily have or engage with but without the additional intervention/support.	Participation rates in trips, clubs and other non-classroom based activities to be more in-line with that of their non-PP peers.	MWi	Termly
<b>Total budgeted cost:</b>					<b>£30,000</b>

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?
F	All students have the basic equipment needed for all their subjects	Students need to be ready to learn in every lesson. To do this, they need to have the correct equipment.	Equipment checks every week by the learning coaches. Recorded if any student is missing equipment.	HoY for each year group	Termly
F	Individual bursaries including uniform revision materials, trips and visits, etc	Individual PP students have different barriers to learning which need tailored approaches.	PP lead will view all applications	MWi	End of academic year
H	Increase positive contact with parents. Increase parental engagement with school	Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students.	Parental contact (two-way) is increased; increased parental numbers at parents' evenings and students/parent evenings.	MWi	Feb 2019
Total budgeted cost:					£5000

## 6. Review of expenditure for 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
Improve literacy numeracy and low academic achievement on entry	Appoint excellent leaders and teachers for all EBACC subjects		A more robust strategy will be implemented to be closely monitored with a senior lead overseeing the entire process.	£30,000

### 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
Improved mathematical understanding	Pupils will be set defined amounts of additional study through Hegarty maths.	Hegarty maths has proved to be a useful tool in improving numeracy and mathematical understanding. Students are engaged in the learning and regularly attend enrichment after school to continue their learning with hegarty maths.	This approach will be continued and developed further with the HoD for Maths. Linking in with catch up funding.	£4515
Improved literacy from low starting points – especially in reading	Implement Accelerated Reader across the school	This has had a big impact with students who had a very low starting level. Rapid progress was made with these students.	Accelerated reader will continue to be used in the 2018-19 academic year.	
Improve basic numeracy and spelling skills for identified pupils	Small group intervention – spelling and numeracy catch up	Small group intervention for the very low ability students has proven successful and have made rapid progress over the year.	This is a costly approach but has a big impact with students' progress. Expanding the group size will reduce the cost per pupil.	
Improve PP students attendance so it is in line with non-PP students	Employ additional capacity in the office to provide attendance meetings with PP students who are not attending school	There is still a gap between PP and Non-PP attendance figures although it has improved slightly over the year.	Attendance has a big impact on the attainment of pupils and further resources and money needs to be invested into their strategy.	

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
Improve self-perception of DA students and also improve attitudes towards learning	School counsellor and Green Light Trust Forest School interventions	This has been a successful program/project, in particular with the Green Light Trust interventions. Students have become more engaged in their learning and confident in school.	Out of classroom activities have made a big impact on DA students. This should be investigated further and other similar approaches should also be explored and possibly implemented. This will continue for the 2018-19 academic year.	£15,085
DA students are able to access a range of trips and there is no barrier to accessing school	Trips and uniform bursaries	All DA students have used their bursaries to purchase school uniform. A large proportion of students have utilised their bursary for a range of school trips.	This strategy will continue for the next academic year. Parents will again be made aware of their entitlements. Students will also be made aware from the pupil premium lead. Analysis of the attendance of DA students on school trips will also be implemented.	
Improve self-esteem through support in school and also raise academic achievement	Create small coaching groups of between 15 to 17 for all students	Where small coaching groups remained, this had a positive impact creating a strong relationship between student and learning coach. Learning coaches were able to spend more 121 time with their students.	With a lot of mid-year admissions, this became un-viable towards the end of the year. Coaching group sizes will be increased for the following year and this strategy will not be continued.	