**Southmoor Academy**

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**Pupil Premium Strategy**

**2019-2019**

**Supporting Disadvantaged & Vulnerable Students**

**Date of most recent review: January 2019**

**Principles**

All staff and governors accept responsibility for the ‘socially disadvantaged’ students and are committed to meeting their pastoral, social and academic needs.

As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

At Southmoor we will ensure that any pupil considered to be ‘socially disadvantaged’ has the same opportunities as any other. It is our belief that no child should be held back or face additional barriers because of their ‘social disadvantage’. We will ensure these students are able to access any support necessary in order to achieve their full potential.

**Provision**

Southmoor Academy will ensure that provision is made which secures the learning and teaching opportunities that meets the needs of all students. As part of the provision made for students who belong to vulnerable groups, the Academy will ensure that the needs of socially disadvantaged students are assessed, appropriate intervention strategies implemented, and progress not only tracked, but strategies evaluated throughout the year to ensure effectiveness.

In making provision for socially disadvantaged students the Academy recognises that not all students who receive free school meals will be socially disadvantaged. The Academy also recognises that not all students who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any student or groups of students the academy has legitimately identified as being socially disadvantaged.

**Pupil Premium Funding**

**Financial year 2019-2019 £354,113**

In the 2019-2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

* £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of one of the following reasons:

* adoption
* a special guardianship order
* a child arrangements order
* a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn’t go to their school; it goes to the virtual school head in the local authority that looks after the child. Virtual school heads are responsible for managing pupil premium funding for looked after children.

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| * 1. **Summary Information** | | | | | |
| **School** | **Southmoor Academy** | | | | |
| **Academic Year** | **2018-19** | **Total PP Budget** | **£354,113** | **Date of most recent PP Review** | **January 2019** |
| **Total number of pupils** | **1202** | **Number of pupils eligible for PP** | **378** | **Date for next internal review of this strategy** | **March 2019** |

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| **2. Impact of Pupil Premium Funding 2017-2018** | | | | |
|  | **2017 Results**  **(school)** | **2018 GCSE Results**  **(school)** | **Diff between 2017 & 2018** | **National comparator for ‘other’ pupils** |
| Overall Progress 8 Score | -0.48 | +0.02 | 🡩 0.50 | +0.11 |
| Attainment 8 Score | 35.5 | 41.7 | 🡩 6.2 | 49.76 |
| English Progress Score | -0.798 | +0.09 | 🡩 0.89 | +0.11 |
| Maths Progress Score | -0.91 | -0.38 | 🡩 0.53 | +0.11 |
| EBacc Progress Score\* | -0.42 | -0.12 | 🡩 0.30 | +0.13 |
| Open Progress Score\* | +0.004 | +0.37 | 🡩 0.366 | +0.09 |
| Science VA\* | -0.57 | -0.02 | 🡩 0.55 | +0.10 |
| Languages VA\* | -0.29 | -1.39 | 🡫 1.1 | +0.04 |
| Humanities VA\* | -1.209 | -0.52 | 🡩 0.69 | +0.14 |
| English and maths at Grade 5+ | 12% | 27% | 🡩 15% | 49% |
| English Grade 5+ | 34% | 53% | 🡩 19% | 67% |
| Maths Grade 5+ | 19% | 29% | 🡩 10% | 56% |
| English and maths at Grade 4+ | 22% | 54% | 🡩 32% | 71% |
| English Grade 4+ | 51% | 75% | 🡩 24% | - |
| Maths Grade 4+ | 36% | 56% | 🡩 20% | - |

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| **3. Barriers to future attainment (for pupils eligible for PP)** | |
| A | Below average KS2 prior attainment on entry |
| B | Engagement with learning due to higher rates of absence; potential behaviour issues |
| C | Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils |
| D | Low aspirations, confidence and resilience |
| E | Lack of parental engagement and support means pupils are less likely to engage with learning and/or independent study |

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| **4. Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success Criteria* |
| A | Higher levels of attainment for pupils eligible for PP at the end of KS4   * + - *measured by key attainment and progress measures at end of KS4* | 2019 targets |
| B | Improved engagement with learning due to a reduction in absence rates and behaviour issues   * *measured by a reduction in absence rates; a reduction in external and internal exclusions; increase in praise points* | Improved attendance of PP pupils  - Absence rate below national  - PA below national  Reduced exclusion rates for PP pupils  - Fixed term exclusions below national  - Permanent exclusions below national  Reduced number of PP pupils referred to BSU  - Internal exclusion rates reduced by 30%  % PP pupils going into sustained education, employment or training exceeds or meets national proportions (96%)  % PP pupils not in education, employment or training (0%) |
| C | Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3   * *measured by standardised reading scores; expected standards in literacy and numeracy; standards of grammar, punctuation and spelling* | Improved reading scores   * Average SAS reading scores for PP cohorts above 100   Expected Standards in reading, writing and GPS   * Proportion PP pupils meeting expected standards in reading; writing and GPS improves towards that of other pupils and the gap reduces to 15% by the end of KS3   Expected Standards in mathematics/numeracy  - proportion PP pupils meeting expected standards in numeracy/mathematics improves towards that of other pupils and the gap reduces to 15% by the end of KS3 |
| D | Higher levels of aspiration, improved confidence and resilience   * *measured by increased applications for sixth form and quality apprenticeships; results of pupil surveys and pupil focus groups* | Sixth Form   * proportion PP pupils going into sixth form increases year on year by 20%   Apprenticeships   * proportion of PP pupils going into sustained training/employment exceeds national proportions (6%) |
| E | Improved parental engagement and support with an emphasis on improved engagement with learning and/or independent study   * *measured by attendance rates at pupil/parent progress evenings; attendance at extra-curricular revision; engagement with independent revision/study; results from parent surveys* | Pupil Progress Evenings   * improve % attendance of parents attending pupil progress evenings (75%)   Revision and Independent Study   * improve attendance to revision sessions by 30% * % pupils engaging with independent study improves by 30% |

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| **5. Planned expenditure** | | | | | | |
| **Academic year** | | **2018-2019** | | | | |
| 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. | | | | | | |
| 1. **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?** |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Revision Programme**  Structured revision programme in place to support and encourage pupils with independent study skills. | | To support independent learning  Independent learning is known to improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; | Vice Principal to review impact of revision programme on a termly basis through dialogue with Year 11 teaching staff. | Vice Principal Achievement | Dec 2018  April 2019  June 2019 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Revision Passport**  To encourage and reward pupils to develop independent study skills | | To promote and support independent learning  Independent learning is known to improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; | Through careful tracking and monitoring the number of passports completed by each pupil. | Assistant Principal Behaviour, Welfare and Safety | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **CPD Training**  Numeracy and literacy Catch-up training for LSAs to deliver 1:1 numeracy and literacy | | Some students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Programmes involving teaching assistants have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by teaching assistants there is evidence that training and the use of a structured programme is beneficial. EEF | SENDCO to lead termly review meetings with LSAs to review impact | Vice Principal  Achievement | Dec 17  April 18  June 18 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4  Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **CPD Training**  CPD on high quality marking and feedback to improve literacy skills across the curriculum | | High quality feedback is an effective method of improving achievement which can be embedded across the school and impact achievement for all pupils. Feedback studies tend to show very high effects on learning. Evidence from EEF Toolkit suggests that research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback | Through regular work scrutiny by Subject Leaders and SLT. | Assistant Principal for T&L  Assistant Principal for English and Literacy | Jan 18  April 18  July 18 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **KS3 Standards**  Develop KS3 expected standards in Year 7 and Year 8 for reading, writing, GPS and numeracy based on the new reformed GCSEs and building upon the new KS2 expected standards. | | To develop assessment systems which raise achievement we need to focus on the specifics of key areas of the curriculum, and ensure deep, secure knowledge and understanding in these specifics. | Data for reading, writing and GPS is analysed by the Assistant Principal English and KS3 English Co-ordinator to identify areas of underachievement and plan appropriate intervention where necessary. | Assistant Principal for English&KS3  Assistant Principal Maths | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **KS3 Assessment**  Develop high quality summative and milestone assessments to accurately assess pupil progress in KS3. | | As above | KS3 Assessments are quality assured by Assistant Principal English & KS3.  Standardisation meetings are carried out before summative assessments are marked.  There is a moderation process in place to ensure accuracy of grading for summative assessments. | Assistant Principal for English & KS3 | Dec 2018  April 2019  June 2019 |
| **Total budgeted cost** | | | | | | **£150,000** |
| 1. **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?** |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Year 11 Intervention**  Year 11 intervention in English and maths during personal development time. | |  | Through weekly monitoring visits by SLT.  Scrutiny and analysis of data on a ½ termly basis.  Termly review meetings with subject leads. | Vice Principal  Achievement | Dec 2018  April 2019  June 2019 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **High Five**  Focus intervention groups in maths and English for Year 11 to move pupils from Grade 4 to 5 and Grade 3 to 5. | | Focussed intervention is much more effective | Through weekly monitoring visits by SLT.  Scrutiny and analysis of data on a ½ termly basis.  Review meetings with subject leads and lead practitioners in maths. | Lead Practitioners for maths  KS4 English  Co-ordinator | March 2019  May 2019  August 2019 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Revision Support**  English and maths revision guides for PP pupils in Year 11 to provide support with independent study. | | To support independent learning  Independent learning is known to improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; | All pupils to have the minimum revision guides for English and maths. | Vice Principal Achievement | Jan 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Early Morning Reading**  Early Morning Reading support for Y7 and 8 pupils who did not achieve standard in reading at the end of KS2 | | To support and improve reading comprehension and fluency of pupils who did not achieve the standard expected at the end of KS2  Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). | Regular monitoring visits to Early Morning Reading.  Listening to pupils read.  Analysis of results from the New Group Reading Test  Analysis of results from termly summative assessments in reading and teacher assessment information | SENDCO  Communication Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Literacy Catch-up**  1:1 Catch-up Literacy intervention for weakest 20 pupils with a trained LSA two times per week. | | Some students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.  Catch Up® Literacy helps struggling learners achieve more than double the progress of typically developing learners; is twice as effective as other individual literacy support; the impact of Catch Up® Literacy is long lasting | 1:1 Catch-up literacy intervention for weakest pupils with a trained LSA two 20-25min sessions per week  Regular monitoring visits to Early Morning Reading.  Listening to pupils read.  Analysis of results from the New Group Reading Test  Analysis of results from termly summative assessments in reading and teacher assessment information  Books given to pupils as rewards to read every holiday | SENDCO  Communication Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Reading for pleasure**  Books given to pupils on a ½ termly basis for reading over the holidays. | | Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).  Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). | Regular monitoring visits to Early Morning Reading.  Listening to pupils read.  Analysis of results from the New Group Reading Test  Analysis of results from termly summative assessments in reading and teacher assessment information  Results from pupil surveys/discussion | Communication Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Literacy Lessons**  Bespoke timetabled literacy lesson once per week. | | To focus on mastery of skills | Lesson observations.  Analysis of results from termly summative assessments in reading, writing and GPS and teacher assessment information  Analysis of results from the New Group Reading Test | KS3 English  Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Early Morning Numeracy**  Early morning numeracy intervention for 20 weakest pupils in Year 7 and 8 | | To support numeracy of pupils who did not achieve the standard expected at the end of KS2 | Lesson observations.  Analysis of results from termly summative assessments in maths and teacher assessment information  Analysis of results from the catch up programme | Numeracy  Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Numeracy Catch-up**  Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.  Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy: | | Some students need targeted numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress as long as the 1:1 tutor is trained in a particular method of intervention. | 1:1 Catch-up numeracy intervention for weakest pupils with a trained LSA two 20-25min sessions per week.  Analysis of results from termly summative assessments in maths and teacher assessment information  Analysis of results from the catch up programme  Pupil voice surveys | Numeracy  Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Numeracy Lessons**  Bespoke timetabled numeracy lesson once per week | | To focus on mastery of skills | Lesson observations.  Analysis of results from termly summative assessments in maths and teacher assessment information | KS3 Maths  Co-ordinator | Dec 2018  April 2019  June 2019 |
| **Total budgeted cost** | | | | | | **£150,000** |
| 1. **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?** |
| Improved engagement with learning | **Reducing Absence Strategy**  Implement Reducing Absence Strategy for pupil premium pupils. | | Pupils in receipt of PP have higher rates of absence than other pupils. Pupils eligible for Free School Meals (FSM) have over twice the odds of being a persistent absentee as similar pupils who are not eligible for FSM.  The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. DfE Research Report March 2016 | Weekly review meetings with CEO/Principal and Vice Principal to monitor attendance of whole school with a specific focus on pupils in receipt of PP. | Assistant Principal for Behaviour, Welfare and Safety. | Weekly review meeting |
| Improved engagement with learning | **Behaviour Mentoring**  Implement behaviour mentoring system to prevent/support pupils who are in danger of disengagement. | | A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.  Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues. | Weekly review meetings with Behaviour Manager.  Analysis of behaviour points to identify early intervention requirements | Assistant Principal for Behaviour, Welfare and Safety. | Dec 2018  April 2019  June 2019 |
| Improved engagement with learning | **KS2 Transition**  Ensure effective transition from KS2 to KS3 for PP pupils | |  | Analysis of parent and pupils surveys to provide feedback on impact of transition programme. | Assistant Principal for Behaviour, Welfare and Safety. | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **OxNet Programme**  An access initiative which places universities into the heart of local communities, to engage in activity which is intensive, academic and sustained. | | Higher education has the power to transform the lives of talented young people from every background. The University of Oxford offers a range of widening access and participation programmes, working with the undergraduate admissions office to ensure that the best pupils from every kind of background can benefit from studying at Oxford. | Termly review meetings with Principal and Oxnet | Assistant Principal  Director of Sixth Form | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **Insight** | | Supporting primary schools with higher aspirations and improving teaching and learning strategies. | Termly review meetings with Principal and Headteachers of the link schools. | Assistant Principal  Director of Sixth Form  Assistant Principal T&L | June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **High Achievers and Honours Programme**  Next Steps in Education  Increase proportion of pupils enrolling at 6th form on A level studies. | | Supporting high ability disadvantaged students into post 16 and post 18 higher education | Termly review meeting with Vice principal | Assistant Principal  Director of Sixth Form | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **CEIAG Programme**  Provide a quality careers education, information and guidance programme for pupils to raise aspirations and support progression and next steps. | | Educational advice from home and school impacts on young people’s opinions while still at school. Advice about training opportunities seems to have a positive influence on participation in work and training, among those who expect to leave school at 16. | Termly review meetings with Vice Principal and Careers Co-ordinator  Pupil and staff surveys on quality of CEIAG programme  Annual review of CEIAG provision and report to Governor’s.  Destinations data showing above national rates for staying in sustained education, employment or training for post-16 and post-18. | Careers  Co-ordinator  Vice Principal  Achievement | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **Apprenticeship Programme**  Provide a focus group of Y11 pupils with skills and resources for a successful application into apprenticeship. | | Focus is to raise achievement through the apprenticeship programme for pupils not wanting to attend 6th form post-16. | Termly review meetings with Vice Principal and Apprenticeship Champion  Destinations data showing above national rates for entering into apprenticeship training | Apprenticeship Champion | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **Sunderland Community Action Group**  Provide enrichment activities to improve engagement, attendance and behaviour. | | The aim is to reduce instances of behaviour problems during lunchtime. The focus is on engaging PP pupils are at risk of disengagement to be informally mentored by members of the team. | Termly review meetings with Sunderland Community Action Group with Assistant Principal  Annual review meeting with Assistant Principal and Principal. | Assistant Principal Behaviour, Welfare and Safety | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **Duke of Edinburgh Award**  Increase participation levels of pupil premium pupils in the Duke of Edinburgh Award through a financial support scheme for pupil premium pupils. | | We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.  Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. | DoE promoted to all pupils  PP pupils actively encouraged to participate  Monitor proportion PP pupils engaged in DoE and ensure it matches school proportions  Termly review meetings with DoE Co-ordinator and Principal  Participation levels match proportion of PP pupils across the school | DoE & Visits  Co-ordinator | Dec 2018  April 2019  June 2019 |
| Higher levels of aspiration, improved confidence and resilience | **Educational Visits**  Support pupil premium pupils to access educational visits to increase opportunities for pupils to broaden their experiences. | | We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. | Termly review meetings with DoE / Visits Co-ordinator and Principal  Participation levels match proportion of PP pupils across the school | DoE & Visits  Co-ordinator | Dec 2018  April 2019  June 2019 |
| Improved parental engagement and support | **Parental Engagement**  Improve parental engagement and attendance at parent evenings and whole school events | | Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. | Use of electronic booking system to make appointments for parents’ evenings  Use of booking system to track bookings of PP pupils before the event  Texting and contacting parents each day if they have not made appointments  Analysis of attendance of parents of pupils eligible for PP  Participation rates at Pupil Progress Evenings to exceed 70%  Texting parents about upcoming events  Follow up evenings for parents who do not attend on the actual evening | Assistant Principal Behaviour, Welfare and Safety | Dec 2018  April 2019  June 2019 |
| **Total budgeted cost** | | | | | | **£54,113** |