

Pupil premium strategy statement (secondary)

1. Summary information					
School	Somercotes Academy				
Academic Year	2019-20	Total PP budget	Estimated: £140,000.00	Date of most recent PP Review	September 2019
Total number of pupils	391	Number of pupils eligible for PP	150	Date for next internal review of this strategy	January 2020

2. Current attainment (2017 KS4 outturn)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score	0.33	0.00
Attainment 8 score	35.42	35.42
% Grade 5 or above in English & maths GCSEs	28%	42%
% Achieving EBacc at grade 5 or above	0%	15.5%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lower levels of literacy and core skills of Pupil Premium students on entry may prevent them from making good progress.	
B.	New staff (including NQTs) not fully embedding strategies for PP students in their classrooms.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Many disadvantaged students have low aspirations, lack positive role models and have limited family support.	
D.	Attendance rates for Pupil Premium students are historically lower than national, without continued support, many students would not attend regularly which would impact on progress and outcomes.	
E.	Many students present as having complex SEMH needs which impact on their ability to access their education.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Further close the gap between Pupil Premium and non-Pupil Premium students in all subject areas (where there is no gap, maintain this position).	Levels of academic progress in all subjects for Pupil Premium students will continue to reduce.

B.	Pupil Premium students will have access to suitable personalised support so they can make expected levels of progress; progress levels for Pupil Premium students will be in line with national figures.	Outcomes at Year 11, and provisional data for Years 7-10 will show a continued trend of closing the gap between Pupil Premium and non-Pupil Premium students in regards to expected levels of progress.
C.	Literacy levels of Pupil Premium students will have increased so they can successfully access the secondary curriculum and students will make their expected level of progress.	Reading ages of Pupil Premium students will have increased to above 10 years so they can access the Secondary curriculum and students will have made expected progress in English; evidence – Progress point data and reading age scores.
D.	Raise the aspirations of students so they can achieve their full potential and engage and complete suitable post-16 courses.	Increased Progress 8 and Attainment 8 scores; further reduction in the Academy's NEET figures.
E.	Raise Pupil Premium attendance to at least the national average for all students.	The attendance percentages of Pupil Premium students will be 94.5% or higher.

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.

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	Further close the gap between Pupil Premium and non-Pupil Premium students in all subject areas (where there is no gap, maintain this position).	<p>Targeted morning interventions.</p> <p>Curriculum Leader meetings looking at data, focussing on PP students.</p> <p>Use of SISRA and FFT as tools to inform future planning.</p> <p>Sequencing curriculum time to maximise opportunities for additional intervention.</p>	Without a high level of support Pupil Premium students have additional barriers that impact on their ability to make academic progress.	<p>Ensure all elements highlighted in the action/ approach column are actioned at the Academy and constantly reviewed as to their suitability.</p> <p>Curriculum Leaders have regular line manager meetings and Governor Review meetings to evaluate progress.</p>	FCG EHJ ALB	September 2020.
Total budgeted cost						£ 30,000.00

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?
B	Pupil Premium students will have access to	Additional screening to be undertaken for all students who present as	Increased student numbers and casual admissions over recent years has meant the Academy has a high proportion of	Ensure all elements highlighted in the action/ approach column are actioned at the Academy and	ALB FCG EHJ	September 2020

	<p>suitable personalised support so they can make expected levels of progress; progress levels for Pupil Premium students will be in line with national figures.</p>	<p>having difficulties in accessing the curriculum; ensuring suitable access arrangements are in place for examinations.</p> <p>Identifying SEMH needs of students, particularly where this is a barrier to accessing education; putting in place suitable support.</p> <p>1:1 / small group academic mentoring for students; increased pastoral support for students.</p>	<p>students with SEN, in particular those with SEMH and Cognition and Learning needs. If additional needs are not met, students will not be able to access the curriculum and will consequently, not make expected progress.</p>	<p>constantly reviewed as to their suitability.</p> <p>Curriculum Leaders / line managers to judge the effectiveness of additional revision session.</p> <p>Line management meetings of academic mentors. SLT meetings with SENCO and Principal.</p>		
C	<p>Literacy levels of Pupil Premium students will have increased so they can successfully access the secondary curriculum and students will make their expected level of progress.</p>	<p>Identified students with low literacy levels to have curriculum time for reading tutorials.</p> <p>Reading and spelling levels to be regularly assessed and interventions put in where necessary.</p> <p>Small group / 1:1 literacy support for identified students.</p>	<p>Timetabled reading periods will provide focussed and structured time to develop literacy.</p> <p>Small group / 1:1 intervention provides high teacher/student ratios for the students most in need of support.</p> <p>Regular testing demonstrates progress and identifies areas for further intervention.</p>	<p>Qualified teachers will lead the reading interventions.</p> <p>Assessment is monitored and appropriate action taken.</p>	ALB DDO	September 2020.

D	<p>Raise the aspirations of students so they can achieve their full potential and engage and complete suitable post-16 courses.</p>	<p>Establish links with external organisations e.g. local universities to raise aspirations of students and establish positive role models.</p> <p>Continue to have access to internal services to offer support and guidance to young people e.g. careers advisor, school counsellor.</p> <p>Additional sessions during parents evening to increase parents' awareness of post-16 courses.</p>	<p>Raising aspirations, awareness, opportunities and support for young people will encourage them to aim for higher grades and achieve their full potential.</p>	<p>Regular meetings between SLT; Regular line manager meetings with CL for Citizenship.</p>	<p>EHJ BMF EJW</p>	<p>September 2020</p>
E	<p>Raise Pupil Premium attendance to at least the national average for all students.</p>	<p>Attendance Team to monitor and track students with attendance concerns. Full time EWO employed and first day absence response provision.</p> <p>Attendance surgeries and early intervention letters from pastoral team.</p> <p>Weekly prize for student with 100% attendance.</p>	<p>Student attainment is linked to attendance. If a student is not attending they cannot be taught.</p>	<p>Weekly meetings to identify individual students. EWO visits for targeted students. SAP meetings to engage parental support.</p>	<p>BMF FCG</p>	<p>July 2020</p>

Total budgeted cost					£ 95, 000
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?
Pupil Premium students will have access to wider/extracurricular activities.	Free music tuition and instrument loan offered to Pupil premium students. The Academy will use Pupil premium funding to support these students in attending educational visits.	Financial constraints can limit pupils' ability to engage in extracurricular activities.	Correspondence with all eligible parents regarding financial support available.	LDR EHJ ALB	August 2020
Ensure disadvantaged students can access and fully participate in educational trips.	Provide financial support to ensure disadvantaged students have equal opportunities.	Financial constraints for families limit opportunities.	Ensure disadvantaged families are aware of the support available to them.	FCG EHJ ALB	August 2020
Total budgeted cost					£ 25,000.00

6. Review of expenditure					
Previous Academic Year		2018 - 2019			
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
A.	Close the gap between Pupil Premium and non-Pupil Premium students in English and Maths.	<p>Intervention at registration in English and Maths.</p> <p>Rearranging curriculum time to maximise opportunities for additional intervention.</p> <p>Employ additional experienced English / Maths specialist to deliver targeted intervention to middle and higher ability students after the Academy day and during lunch time.</p>	Revision sessions were well attended; this gave the Academy the opportunity for students to be retaught knowledge that may have been missed due to mobility.	Intervention sessions were successful as disadvantaged English element Progress 8 score 0.15 and Maths Progress 8 score was -.04. This is an improvement from the previous year.	£16,747.20
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
B	Pupil Premium students will have access to suitable personalised support so they can make expected levels of progress; progress levels for Pupil Premium students will be in	<p>Additional screening to be undertaken for all students who present as having difficulties in accessing the curriculum; ensuring suitable access arrangements are in place for examinations.</p> <p>Additional revision sessions at lunch times / registrations</p>	Revision sessions were well attended by students; more students were tested for access arrangements which helped support students in exams; pastoral support also increased confidence of students/	Additional revision sessions boosted confidence of students and gave additional support to students. Progress 8 score of disadvantaged Ebac. element was 0.5; open element Progress was 0.53.	

	line with national figures.	and after school to support needs. Additional sessions also to be included during school holidays. 1:1 / small group academic mentoring for students; increased pastoral support for students.			
C	Literacy levels of Pupil Premium students will have increased so they can successfully access the secondary curriculum and students will make their expected level of progress.	Identified students with low literacy levels to have curriculum time for reading tutorials. Reading and spelling levels to be regularly assessed and interventions put in where necessary. Small group / 1:1 literacy support for identified students.	Literacy levels have significantly increased within the Academy and evidenced in assessment data.	Continued support for students with lower literacy levels is necessary in order for students to make progress and access the curriculum. Students with reading interventions increased their reading age by an average of 19 months in a 6-month period.	
D	Raise the aspirations of students so they can achieve their full potential and engage in a suitable course post-16.	Establish links with external organisations e.g. local universities to raise aspirations of students. Continue to have access to internal services to offer support and guidance to young people e.g. careers advisor, school counsellor.	All students had secured first and second choice places for post-16 courses.	It is important to maintain links in the local community to continue to give students positive role models and aspirations.	
E	Raise Pupil Premium attendance to national average for all students.	Attendance Team to monitor and track students with attendance concerns.	2018-2019 saw a rise in pupil attendance, but remains just below national average.	Without continued support more vulnerable pupils would not attend school regularly.	

		Full time EWO employed and first day absence response provision.			£83,802.81
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	
Pupil Premium students will have access to wider/extracurricular activities.	Free music tuition and instrument loan offered to Pupil premium students. The Academy will use Pupil premium funding to support these students in attending educational visits.	Students' aspirations were raised and increased their wider understanding of opportunities available to them.	This approach will continue to be implemented in the next academic year to ensure students are given the same opportunities as their peers.		
Ensure disadvantaged students can access and fully participate in educational trips.	Provide financial support to ensure disadvantaged students have equal opportunities.	Students were able to participate in extracurricular activities.	This approach will continue to be implemented in the next academic year to ensure students are given the same opportunities as their peers		
				Total: £9,000.00	

7. Additional detail

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