



Sheffield Springs Academy

The best in everyone™

Part of United Learning

Pupil Premium Funding

2017 - 2018



Sheffield Springs Academy – Pupil Premium Funding 2017-2018

At Sheffield Springs Academy

- We believe in the capacity of every pupil to achieve at the highest levels
- We do not believe that social or financial disadvantage should ever be an obstacle to a young person's life chances
- We use every funding source and educational strategy at our disposal to remove barriers to success for our pupils
- We encourage every pupil to believe in their self and their potential to achieve
- We support every pupil to take pride in their achievements and to always aspire to achieve even more



‘The Best in Everyone’

Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who:

- have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’)
- have been looked after continuously for more than six months (LAC)
- are children of service personnel

The Pupil Premium grant per pupil for 2017-18 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

The funding is intended to allow additional resources to be applied in improving achievement of students who are possibly disadvantaged by low family incomes. National data shows that FSM students are more likely to underachieve than students who are not entitled to FSM.

Use of Pupil Premium at Sheffield Springs Academy:

Schools are free to spend the Pupil Premium as they see fit. However they are accountable for how they use this additional funding to support pupils from low-income families (or who are LAC). This is to ensure that parents and other stakeholders are fully aware of the attainment of pupils covered by the Premium.

A detailed breakdown of the academy's Pupil Premium spending for the 2017-18 academic year along with an analysis of the impact of the academy's Pupil Premium spending for the academic year 2016-17 can be found below.

*The Pupil Premium strategy is reviewed annually, the next review will take place in September 2018.

** Please note that all figures for progress and attainment in 2016-17 are not yet validated

Review:

Scrutiny of Pupil Premium spending is carried out by the Executive Governing Body, who work with the Executive Principal and the Director of Business Services to evaluate the impact of pupil premium spending upon attainment and make decisions about its effective and efficient deployment. The Pupil Premium budget is reviewed by the full Executive Governing Body as an agenda item in at least one meeting per year and is reviewed thereafter by a named Governor (Governor with oversight of 'Outcomes for Pupils').

Performance of Pupil Premium Pupils at Sheffield Springs Academy in 2016-17



In 2016-17 the academy's 'Progress 8' score was 0.68. Using the previous year's league tables as a yardstick, this would have placed the academy in the top 50 of all schools nationally.

'Progress 8' for 'disadvantaged pupils was +0.56, an increase of over 1 full grade per pupil, per subject on the previous year's score of -0.48.

There were 141 pupils on roll at the end of KS4, of whom 75 were 'Ever6 PP' (referred to below as PP) and 55 'non-disadvantaged'.

Attainment:

Basics Measure:

- In 2016-2017 50% of pupils at Sheffield Springs Academy achieved 'standard passes' of Grade 4+ in both English and Maths, compared to 43% achieving A*-C in English and maths the previous year.
- 43% of disadvantaged pupils achieved this benchmark (57% of non-disadvantaged pupils) in 2016-17 compared to only 35% in 2015-16 (51% of non-disadvantaged pupils).
- In 2016-2017 31% of pupils at Sheffield Springs Academy achieved 'good passes' of Grade 5+ in both English and maths.
- 28% of disadvantaged pupils achieved this benchmark compared to 36% of non-disadvantaged pupils

Attainment in English:

- In 2016-2017 62.2% of pupils at Sheffield Springs Academy achieved a 'standard pass' of Grade 4+ in English compared to only 53% in 2015-16 – an increase of almost 10 points.
- 55.3% of disadvantaged pupils achieved this benchmark (65.9% of non-disadvantaged pupils) compared to 47% in 2015-16 (59% of non-disadvantaged pupils) – an increase of 8 points.
- In 2016-2017 41% of pupils at Sheffield Springs Academy achieved a 'good pass' of Grade 5+ in English
- 34% of disadvantaged pupils achieved this benchmark compared to 43.2% of non-disadvantaged pupils.



Attainment in maths:

- In 2016-2017 59.3% of pupils at Sheffield Springs Academy achieved a 'standard pass' of Grade 4+ in maths compared to 52% in 2015-16
- 53.2% of disadvantaged pupils achieved this benchmark, an increase of 13% from 2015-16 (and compared to 62.5% of non-disadvantaged pupils in 2015-16 and 63% in 2016-17)
- In 2016-2017 41% of pupils at Sheffield Springs Academy achieved a 'good pass' of Grade 5+ in maths
- 33.3% of disadvantaged pupils achieved this benchmark compared to 45.5% of non-disadvantaged pupils

Attainment 8:

- In 2016-17 the 'Attainment 8' average points score per pupil at Sheffield Springs Academy was 46.2 compared to 43.2 in 2015-16
- The 'Attainment 8' average points score for PP pupils at Sheffield Springs Academy was 44.8 compared to 38.8 in 2015-16

Progress:

- In 2016-2017 the Progress 8 score for all Y11 pupils at Sheffield Springs Academy was +0.68 compared to -0.27 in 2015-16
- The Progress 8 score for disadvantaged pupils was +0.56 compared to -0.48 in 2015-16
- The Progress 8 score for non-disadvantaged pupils was +0.82 compared to -0.08 in 2015-16
- Progress gap between disadvantaged and non-disadvantaged pupils at Sheffield Springs is -0.26

Key Stage 3:

ALL pupils at Sheffield Springs Academy benefit from this funding, not just our GCSE cohort. Here's what we've done to make sure no one is left behind in Key Stage 3:

Year 7

At assessment point 5 (June 2017), the vast majority of Y7 pupils – 70.6% - were on track in mathematics, whilst 17.6% were already exceeding expectations with regard to their progress.

63% of students were on track in English, whilst 7% were already exceeding expectations with regard to their progress.

There was a gap of 1% between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of 17% in English.

Year 8

At assessment point 5 (June 2017), the overwhelming majority – 76.5% - of Year 8 students were on track in mathematics, whilst 36% were already exceeding expectations with regard to their progress.

65.4% of students were on track in English, whilst 14.4% were already exceeding expectations with regard to their progress.

There was a gap of 11% between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of 21% in English.

Year 9

At assessment point 5 (June 2017) the vast majority – 70.4% - of Year 9 students were on track in mathematics whilst 22% were already exceeding expectations with regard to their progress.

63.5% of students were on track in English, whilst 17.4% were already exceeding expectations with regard to their progress.

There was a gap of 12% between the performance of non-disadvantaged and disadvantaged pupils in and a gap of 12% in English.

Impact - Improvements in attainment of Pupil Premium pupils from the previous year:

Average number of A/A* grades = 2.2 (1.1 is the 3 year trend). Significantly above national average for disadvantaged pupils.



The top attaining pupil in the year group was eligible for pupil premium.

5+ A* - C inc English and Maths for disadvantaged pupils increased by 14.3 percentage points from 2015-2016 (counting Grades 4+ in English and maths as equivalent to Grade C).

A* - C English and Maths increased by 8.2 percentage points on the 2016 figure (counting Grades 4+ in English and maths as equivalent to Grade C).

Pupil Premium Strategy:

In academic year 2016-17 the Pupil Premium at Sheffield Springs Academy was spent as follows:

Spend	Improvement Focus	Amount Allocated	Purpose and impact	EEF Toolkit Strand / Evaluation
15 x tablets for the Bridge	Literacy	£4,500	Enable KS3 pupils who are 1+ STEP below their target to access online literacy resources within the 'Bridge' provision.	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small> £££££
Conway trip - ensuring attainment	KS4 attainment and progress focus	£31,000	Funding for Year 11 pupils in receipt of FSM to attend 2 x 3 day study residentials in English and maths to support their progress and attainment in those subjects.	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small> £££££
Saturday school/ holiday provision	KS4 attainment and progress focus	£25,000	Funding to provide staffing for additional English, Science and maths tuition out with school hours for Y11 pupils to support their progress and attainment in those subjects.	Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small> £££££
Summer school	Transition	£2,500	Additional support for pupils identified during the transition process (Y6 into Y7) as being 'vulnerable', either socially or educationally through summer school activities. Funding for staffing and resources.	Summer schools <small>Low impact for moderate cost based on extensive evidence.</small> £££££
Library resources	Literacy	£13,000	Funding for school librarian to implement STAR Reading system of accelerated reading development, specifically targeted at all readers who are >1 standard deviation from the norm in terms of their standardised reading age score.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> £££££
Enrichment week / University visits	Cultural gap	£10,000	To support the social and cultural development of disadvantaged pupils by introducing them to Higher Education environments, meeting students and lecturers and receiving CEIAG that expands their horizons in terms of their futures.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small> £££££
Careers/ Sheffield futures	Cultural gap	£7,000	To support the social and cultural development of disadvantaged pupils by providing bespoke CEIAG that expands their horizons in terms of their future career opportunities and the steps that they will need to take to access them.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small> £££££

School medical practitioner	Wellbeing	£15,000	Contribution towards salary of qualified medical practitioner who support the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>
Counselling service	Wellbeing	£18,500	Contribution towards salary of 2 x qualified counsellors working under the supervision of CAMHS Clinical Psychologist who will support the mental health needs of disadvantaged pupils including provision of support around issues that can be disproportionately present in disadvantaged communities such as poverty, debt, housing problems, social identity, domestic violence etc.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>
Tutoring maths	KS4 attainment and progress focus	£1,000	Payment towards Sheffield University undergraduate maths tutoring scheme to support KS4 pupils who are in receipt of FSM.	Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small>
Attendance team salary	Attainment and progress	£67,212	Attendance of disadvantaged pupils is significantly worse than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data drive, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment.	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>
Technology contribution	Attainment and progress	£7,000	Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.	
Librarian salary	Literacy	£25,673	Librarian given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils. Librarian also responsible for the administration of the STAR accelerated reading programme.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>

STEM	Attainment and progress	£3,400	Funding to enable PP pupils to access offsite STEM events such as those at the University of Sheffield or at the Rolls Royce AMRC. Majority of funding is to subsidise transportation costs of multiple visits. This will enhance pupils' understanding of STEM topics and raise aspirations through accessing HE and employers' facilities and representatives.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>
Literacy co-ordinator	Literacy	£3,400	Literacy co-ordinator given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils; also responsible for the implementation of the STAR accelerated reading programme. Funding supports TLR awarded to Literacy co-ordinator.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>
Key stage managers	Behaviour and engagement	£31,996	Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular focus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learning and progress.	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>
Engagement officers	Behaviour and engagement	£65,516		
Able and talented development	Attainment and progress	£10,000	Travel and event entry subsidies for disadvantaged pupils and funding towards the 'Champions Project', which provides competitive events for 'more able' disadvantaged pupils such as 'spelling bee' and 'university challenge' in conjunction with other United Learning academies as well as social and cultural activities such as theatre and ballet trips, reading groups and visits to aspirational employers (such as HSBC / Santander / Lloyds in the City of London).	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>
Data support	Attainment and progress	£12,256	Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged pupils and to analyse their areas for improvement, better informing subsequent interventions.	Feedback <small>High impact for very low cost, based on moderate evidence.</small>

Pupil experience/ enrichment/ study support	Attainment and progress	£20,000	Provision of books, textbooks, software, study guides and other learning resources for assertive mentoring programme - with additional subsidy for disadvantaged pupils.	Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small>
Graduate trainee 'pre-PGCE' level tutors	Attainment and progress	£15,000	Additional staffing resources to provide small group and 1:1 support for disadvantaged pupils in GCSE subjects	Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small>
Aspiration Day	Attainment and progress	£2000	Contribution towards an event showcasing employment and HE opportunities including representation from Oxford, Cambridge and Sheffield Universities and Blue Chip employers for all Sheffield Springs pupils to attend along with their parents. Subsidised transport for disadvantaged pupils, with special emphasis on Key Stage 4.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>
Coaching and mentoring from Senior Leaders from neighbouring school	Attainment and progress	£32,000	Contribution towards payment for coaching and mentoring for Middle Leaders and Teachers to embed the STEPs model and ensure that differentiated learning outcomes are accurately and robustly assessed. Develop teachers' ability to provide clear, diagnostic feedback to pupils in both written and verbal form in order to support their learning and progress.	Feedback <small>High impact for very low cost, based on moderate evidence.</small>
	Total	£422,953		

The above spending was decided upon through a combination of needs analysis, consultation with the Principals of two local schools who were 'Pupil Premium Award winners' and through use of the Education Endowment Foundation Teaching & Learning Toolkit to evaluate impact against cost of implementation.

Impact of Pupil Premium Spending at Sheffield Springs Academy:

A significantly more robust Pupil Premium spending strategy has brought about improvements in pupils' progress and outcomes at Sheffield Springs Academy in a number of key areas compared to 2015-16. This is most evident in the performance of disadvantaged Y11 pupils versus their counterparts from the previous cohort.

Disadvantaged		Overall	Overall	DIFF	English	English	DIFF	English Lang	English Lang	DIFF	English Lit	English Lit	DIFF
	P8	-0.48	0.43	0.91	-0.91	-0.51	0.4						
	A*-A vs Grade 7+							3.4%	4.0%	0.6%	1.1%	3.9%	2.8%
	A*-C vs Grade 4+				46.0%	55.8%	9.8%	46.0%	48.0%	2.0%	23.0%	50.0%	27.0%
	Pass Rate A*-G vs Grade 1+				96.6%	97.4%	0.8%	95.4%	98.7%	3.3%	94.3%	98.7%	4.4%

	Maths	Maths	DIFF	EBACC Element	EBACC Element	DIFF	Open Element	Open Element	DIFF
P8	-0.65	-0.25	0.4	-0.85	-0.46	0.39	0.28	2.4	2.12
A*-A vs Grade 7+	3.4%	6.7%	3.3%						
A*-C vs Grade 4+	39.1%	58.7%	19.6%						
Pass Rate A*-G vs Grade 1+	92.0%	97.3%	5.3%						

	Science Core	Science Core	DIFF	Science Additional	Science Additional	DIFF	Biology	Biology	DIFF	Chemistry	Chemistry	DIFF	Physics	Physics	DIFF
P8															
A*-A vs Grade 7+	0.0%	1.8%	1.8%	0.0%	2.8%	2.8%	5.3%	17.6%	12.3%	15.8%	29.4%	13.6%	15.8%	29.4%	13.6%
A*-C vs Grade 4+	10.6%	41.1%	30.5%	10.6%	58.3%	47.7%	57.9%	82.4%	24.5%	42.1%	94.1%	52.0%	63.2%	94.1%	30.9%
Pass Rate A*-G vs Grade 1+	87.9%	100.0%	12.1%	95.5%	100.0%	4.5%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%

	Geography	Geography	DIFF	History	History	DIFF
P8						
A*-A vs Grade 7+	0.0%	0.0%	0.0%	4.5%	0.0%	-4.5%
A*-C vs Grade 4+	6.1%	4.8%	-1.3%	50.0%	55.9%	5.9%
Pass Rate A*-G vs Grade 1+	83.7%	100.0%	16.3%	95.5%	100.0%	4.5%

Pupil Premium pupils also outperformed their non-disadvantaged peers nationally in terms of Progress 8 with a P8 score of +0.56. Disadvantaged pupils from the low and middle prior attainment bands performed particularly well with P8 scores of 1.05 and 0.29 respectively.

Disadvantaged pupils from the low prior attainment band achieved a positive progress residual of 0.03 in the English P8 element and were close to '0' in maths with a residual of -0.08.

Although disadvantaged pupils' progress and attainment has improved markedly in English and maths, it is the academy's highest priority to raise their attainment further and to aim for P8 scores of at least '0' in each for the coming academic year. This will mean disadvantaged pupils raising their average levels of achievement by half a grade in English and 1/3 of a grade in maths in 2017-18. Pupil Premium spending will be directed to support the achievement of this aim, particularly in the middle and high prior attainment bands.

Due to the introduction of a new curriculum and significant changes to the way in which pupils' progress is assessed in academic year 2016-17, it is difficult to compare the progress of Key Stage 3 pupils to previous years. However, the percentage of pupils making 'expected' or 'more than expected' progress has increased markedly in each year group over the course of the academic year, evidencing the improvements to teaching and learning at the academy. The impact of Pupil Premium spending can be seen in the 'gaps' between the performance of disadvantaged pupils and their non-disadvantaged peers over that period.

Year 7			Year 8			Year 9		
English			English			English		
	All	Disadvantaged		All	Disadvantaged		All	Disadvantaged
AP1	-0.09	-0.24	AP1	0.62	0.63	AP1	0.74	0.60
AP2	-0.36	-0.46	AP2	0.59	0.43	AP2	1.02	0.82
AP3	-0.25	-0.42	AP3	0.51	0.41	AP3	1.46	1.37
AP4	0.00	-0.20	AP4	0.89	0.83	AP4	1.65	1.56
AP5	-0.03	-0.23	AP5	0.64	0.45	AP5	1.27	1.17

Maths			Maths			Maths		
	All	Disadvantaged		All	Disadvantaged		All	Disadvantaged
AP1	-0.55	-0.58	AP1	0.16	0.11	AP1	0.67	0.60
AP2	0.27	0.13	AP2	0.74	0.61	AP2	1.19	1.09
AP3	0.26	0.12	AP3	0.71	0.55	AP3	1.46	1.33
AP4	0.69	0.55	AP4	0.95	0.81	AP4	1.60	1.48
AP5	0.66	0.51	AP5	1.36	1.23	AP5	1.89	1.82

Science			Science			Science		
	All	Disadvantaged		All	Disadvantaged		All	Disadvantaged
AP1	0.24	0.19	AP1	0.30	0.15	AP1	0.76	0.51
AP2	-0.08	-0.11	AP2	0.90	0.74	AP2	1.21	1.06
AP3	0.81	0.82	AP3	0.85	0.69	AP3	1.81	1.55
AP4	0.60	0.56	AP4	0.74	0.59	AP4	2.32	2.22
AP5	1.01	0.91	AP5	1.28	1.11	AP5	2.31	2.20

Wider Impact:

Every pupil benefits:

It is also evident that the strategies to raise the aspirations and attainment of Pupil Premium pupils at the academy have also impacted positively upon non-disadvantaged pupils, both directly in terms of activities undertaken and indirectly in terms of the ethos and culture being instilled. The academy recognises that many families who are not in receipt of Free School Meals may not be well off financially and that refugee and recently arrived children whose



parents do not possess a National Insurance number may be amongst our most disadvantaged pupils regardless of their 'Ever6 FSM' status. We also recognise that in our community there are many families in which, despite one or more parents being in full-time work, low wages and insecure employment terms mean that they could be classed as 'Just about managing' and that their children require our support to access additional activities and resources to support their education as well.

We value all of our pupils and make sure that whatever we do to support one group also helps others.

Pupil Premium Priorities for Academic Year 2017-18

The academy expects to receive £399,425 in Pupil Premium funding for academic year 2017-18. This equates to £935 for 427 pupils.

Although it is important to utilise the Pupil Premium to intervene in underperformance at Key Stage 4, the academy is also identifying aspects of examination underperformance in English and maths and putting in place strategies at Key Stage 3 to prevent deficiencies in pupils' knowledge, skills and understanding persisting when they come to sit their GCSE exams.

These are:

English		Maths	
Aspect of underperformance	Strategy employed	Aspect of underperformance	Strategy employed
Question 4 English Language– evaluating and comparing texts.	<p>Staff training from UL and AQA focused on effective strategies for teaching these questions to students of varying ages/ability and scrutiny of SSA KS3 and 4 Q4 exam responses from summer 2017 (UL and external GCSE exams).</p> <p>Bespoke after school enrichment sessions for students identified in AP assessment QLA as underperforming in these areas. Sessions delivered on a weekly basis to students following staff training from UL/AQA.</p>	Accessing worded problems	<p>Maths form focus on worded, contextualised, problems. 30 mins per day 3 times per week. Y11 Maths intervention mornings. All students will be in carousel style workshops working on distinct functional questions</p> <p>KS3 to be given regular assess to common crossover questions between Higher/Foundation. These questions to make up part of the AP assessments (6 times a year)</p>
Reading comprehension	<p>Full external training for the Literacy Coordinator to enable her to lead and manage the reading interventions in school: Accelerated Reader and Lexia.</p> <p>AR programme fully embedded since Dec 2016 to address underperformance and improve the reading age of all students in Y7-10. 2 form time sessions per</p>	Applying correct mathematical function to problems	<p>Hegarty maths/purchase of revision guides. Edexcel revision guide and workbook go hand in hand so questions follow on from explanation. Hegarty maths uses video tutorials to ensure correct application of functions</p>

	<p>week run by fully trained form tutors as well as 1 hour each week focused on AR as part of the English provision.</p> <p>Lexia sessions running for students in Y7-11 with a reading age of 9 or less to improve students' ability to read and understand texts. Sessions delivered by trained form tutors and English staff twice weekly.</p>		
Inference	<p>Staff training from UL and AQA focused on effective strategies for teaching inference to students of varying ages/ability and scrutiny of SSA KS3 and 4 Section A (reading) exam responses from summer 2017 (UL and external GCSE exams.)</p> <p>Bespoke after school enrichment sessions for students identified in AP assessment QLA as underperforming in these areas. Sessions delivered on a weekly basis to students following staff training from UL/AQA</p>	Maths fluency	<p>Maths numeracy during form time for Y7-10, one 30 min session per week. Regular 12 question assessments of maths fluency. Promotion of competition and success between students . Some members of staff will need assistance with the explanation of answers</p>
SPAG	Staff training delivered by KS1 and Y4 teachers to upskill staff in the English department in teaching SPaG skills to KS3 LPA students.	Mathematical reasoning – using correct terminology when answering questions	<p>Use of workshops/pre examination assembly. Ensure staff are modelling good practice and have a good knowledge of the examiners' mark scheme. This can be achieved</p>

	<p>Lexia programme running with LPA students in Y7-11 to improve spelling.</p> <p>Bespoke after school enrichment sessions for students identified in AP assessment QLA as underperforming in this area. Sessions delivered on a weekly basis to students following staff training.</p>		through weekly department meetings and sharing of good practice
Building cultural capital	<p>AR and Lexia reading programmes - activities widen students' vocabulary as well as improving reading and comprehension.</p> <p>Weekly mentoring to support KS3 and 4 students identified as LAC (subject specialist) – 1 session per week out of normal class times.</p> <p>Theatre tickets and transport organised to enable students in Y9-11 to experience the GCSE drama texts for English Literature as intended by the writers, enabling them to fully access and understand each text.</p>		

The main barriers to progress and attainment for Pupil Premium pupils at Sheffield Springs Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future

educational or career pathways

- Little experience of tertiary or higher education, affecting confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these
- Additional responsibilities at home such as looking after younger siblings
- For the most gifted pupils, the lack of the challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents and teachers who may view 'passing' as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) 'extras' that can bring learning to life, such as going to the theatre.



In order to maximise the impact of this funding upon progress and attainment, the academy has adopted a highly individualised approach to supporting the 'pupil premium cohort', which is based on the rigorous use of data at 6 'assessment points' throughout the year. We supplement bespoke interventions for individuals, targeted towards addressing the deficiencies in their learning (identified through their 'AP Assessments' and from 'question level analysis' in mock examinations) with 'overarching strategies' that are designed to impact upon larger groups of pupils.

The academy has made significant progress in using the Pupil Premium to support disadvantaged pupils and is proud of the improvements in the 'Progress 8' measure for all of our pupils (-0.27 in 2015-16 to +0.68 in 2016-17), but most especially for those who are classified as 'disadvantaged' (-0.48 in 2015-16 to +0.56 in 2016-17).

We believe that it is good practice to focus on ensuring that every pupil receives a consistent diet of high quality teaching rather than relying on interventions to compensate. The academy's 'STEPS' Assessment Model ensures that there is a systematic focus on clear pupil feedback and advice for improving their work and that any underperformance is quickly identified and interventions are both dynamic and quickly put into place.

In addition to the Pupil Premium spending outlined below, the academy has invested a significant amount of money in order to be able to provide all KS4 pupils with an 'extended' timetable (30 hours of contact time as opposed to 25 hours previously). The academy also provides KS4 pupils with additional opportunities for 1:1, small group and whole group tuition both before school from 7:30 am and after school until 18:00 each day. In addition to this, Saturday school operates from 8:30am until 12:30pm each Saturday and is attended by an average of 80 pupils each week. The academy's creative and rigorous approach to deploying and assessing the impact of the pupil premium means that disadvantaged pupils at the academy are now outperforming both their peers and 'non-disadvantaged' pupils nationally in a number of measures.

Taking into account the above, the academy's wider key priorities for 2017-18 Pupil Premium spending are:

Spend	Improvement Focus	Amount Allocated	Purpose
Conway trips - ensuring attainment	KS4 attainment and progress focus	£27,500	Funding for Year 11 pupils in receipt of FSM to attend 2 x 3 day study residentials in English and maths to support their progress and attainment in those subjects.

Saturday school/ holiday provision	KS4 attainment and progress focus	£25,000	Funding to provide staffing for additional English, Science and maths tuition out with school hours for Y11 pupils to support their progress and attainment in those subjects.
Library resources	Literacy	£3,500 £2,500 £4651	Funding for school librarian to develop STAR Reading system of accelerated reading development, specifically targeted at all readers who are >1 standard deviation from the norm in terms of their standardised reading age score.
Enrichment week / University visits	Cultural gap	£1500	To support the social and cultural development of disadvantaged pupils by introducing them to Higher Education environments, meeting students and lecturers and receiving CEIAG that expands their horizons in terms of their futures.
Careers/ Sheffield futures	Cultural gap	£13,930	To support the social and cultural development of disadvantaged pupils by providing bespoke CEIAG that expands their horizons in terms of their future career opportunities and the steps that they will need to take to access them.
School medical practitioner	Wellbeing	£15,000	Contribution towards salary of qualified medical practitioner who support the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.
Counselling service	Wellbeing	£18,500 £21,078	Contribution towards salary of 2 x qualified counsellors working under the supervision of CAMHS Clinical Psychologist who will support the mental health needs of disadvantaged pupils including provision of support around issues that can be disproportionately present in disadvantaged communities such as poverty, debt, housing problems, social identity, domestic violence etc.
Tutoring maths	KS4 attainment and progress focus	£2500	Payment towards Sheffield University undergraduate maths tutoring scheme to support KS4 pupils who are in receipt of FSM.
Attendance team salary	Attainment and progress	£63294	Attendance of disadvantaged pupils is significantly worse than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data drive, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment.
Technology contribution	Attainment and progress	£7,000	Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being

			unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.
Librarian salary	Literacy	£18572	Librarian given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils. Librarian also responsible for the administration of the STAR accelerated reading programme.
STEM	Attainment and progress	£5,000	Funding to enable PP pupils to access offsite STEM events such as those at the University of Sheffield or at the Rolls Royce AMRC. Majority of funding is to subsidise transportation costs of multiple visits. This will enhance pupils' understanding of STEM topics and raise aspirations through accessing HE and employers' facilities and representatives.
Literacy co-ordinator	Literacy	£3,016	Literacy co-ordinator given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils; also responsible for the implementation of the STAR accelerated reading programme. Funding supports TLR awarded to Literacy co-ordinator.
Pastoral and Safeguarding Managers	Behaviour and engagement	£60,404	Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular focus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learning and progress.
Engagement officers	Behaviour and engagement	£56,443	
Able and talented development	Attainment and progress	£4,500	Travel and event entry subsidies for disadvantaged pupils and funding towards the 'Champions Project', which provides competitive events for 'more able' disadvantaged pupils such as 'spelling bee' and 'university challenge' in conjunction with other United Learning academies as well as social and cultural activities such as theatre and ballet trips, reading groups and visits to aspirational employers (such as HSBC / Santander / Lloyds in the City of London).
Data support	Attainment and progress	£14,354	Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged pupils and to analyse their areas for improvement, better informing subsequent interventions.
Pupil experience/enrichment/study support	Attainment and progress	£7,500	Provision of books, textbooks, software, study guides and other learning resources for assertive mentoring programme - with additional subsidy for disadvantaged pupils.

Aspiration Day	Attainment and progress	£1,000	Contribution towards an event showcasing employment and HE opportunities including representation from Oxford, Cambridge and Sheffield Universities and Blue Chip employers for all Sheffield Springs pupils to attend along with their parents. Subsidised transport for disadvantaged pupils, with special emphasis on Key Stage 4.
Coaching and mentoring from Senior Leaders from neighbouring school	Attainment and progress	£2,500	Contribution towards payment for coaching and mentoring for Middle Leaders and Teachers to embed the STEP's model and ensure that differentiated learning outcomes are accurately and robustly assessed. Develop teachers' ability to provide clear, diagnostic feedback to pupils in both written and verbal form in order to support their learning and progress.
White British PP Attainment – Action Research	Attainment and progress	£1,000	Travel, links and cover to enable visits to Bridlington Academy, high achieving school with mainly deprived White British cohort. Learning from their ensuring attainment strategies, joint planning of curriculum resources, leadership joint planning, links between subject areas.
Attainment of PP High prior attainers	Attainment and progress	£2,500	Travel, accommodation and cover to enable group of 17 PP High girls to undertake multiple visits to Guildford High. Establish links with pupils there to develop aspiration and access learning at the highest level. Teachers then undertake joint planning as a CPD exercise. Pupils are supported in accessing highest grades.
Attainment of PP High / Middle prior attainers	Attainment and progress	£2,000	Access to examiners and senior staff from AQA in English and maths for CPD – cover costs, consultancy fees, materials and resources costs. Further teachers' understanding of requirements of grades 5+.

Measuring the impact of Pupil Premium spending:

The impact of the pupil premium spending will be measured through comparison of progress and outcomes for Y11 pupils in the 2017-18 GCSE exams with progress and outcomes in previous years. At each of the 6 assessment points throughout the academic year, the progress being made by disadvantaged pupils is measured against that of their non-disadvantaged peers and interventions are implemented in any areas where they are required.

The wider impact of Pupil Premium spending will also be measured through comparing the progress and attainment of Y7-10 pupils in all subject areas, but particularly English, maths and science.

A full ASDTi Classroom Climate survey of all pupils will be taken in the summer term. This will be compared to the previous years' survey results. Responses from pupils in receipt of Pupil Premium will be compared to those from non-disadvantaged pupils.

The academy council, comprising of elected pupils from each year group will be asked to discuss the Pupil Premium plan and their views will be recorded and considered when planning for 2018-19.