



Sheffield Springs Academy

The best in everyone™

Part of United Learning

Pupil Premium Funding

2018 - 2019

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 2018-19 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	£2,300
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	£2,300
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 deployed in order to improve the progress and achievement of pupils who may be disadvantaged by low family incomes. National data shows that disadvantaged pupils are more likely to underachieve than pupils who are not identified as being disadvantaged.

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 2018-19 academic year along with an analysis of the impact of the academy's Pupil Premium spending for the academic year 2017-18 can be found below.

**The Pupil Premium strategy is reviewed annually, the next review will take place in September 2019. We will also have an interim review with governors on two occasions to monitor effectiveness and impact on reducing the attainment gap. This will allow us make adjustments if particular strategies are having limited impact. Interim date 1: January 2019 Interim date 2: April 2019*

*** Please note that all figures for progress and attainment in 2017 are not yet validated*

Review:

Scrutiny of Pupil Premium spending is carried out by both the academy trust, through the Regional Director / Executive Principal in termly review meetings and by the Local Governing Body, who work with the Headteacher and the Director of Business Services to evaluate the impact of pupil premium spending upon progress and attainment and make decisions about its effective and efficient deployment. The Pupil Premium budget is reviewed by the full Local 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 2017- 18



There were a total of 141 pupils on roll at the end of Key Stage 4 in 2017-18 (137 of whom 'counted' in the DfE performance tables).

71 were classed as 'Ever 6 Pupil Premium' (disadvantaged') and 70 who were 'non-disadvantaged'.

Progress:

- In 2017-2018 the Progress 8 score for all Y11 pupils at Sheffield Springs Academy was +0.49. This is above the national average figure.
- The Progress 8 score for disadvantaged pupils was +0.31.
- The Progress 8 score for non-disadvantaged pupils was +0.73. This is well above the national average figure.

- Although Pupil Premium pupils at Sheffield Springs make more progress than even their non-disadvantaged peers nationally in the Progress 8 measure, we are aware that a gap still exists between their progress and that of 'non-disadvantaged' pupils within the academy. The progress gap between disadvantaged and non-disadvantaged pupils at Sheffield Springs is - 0.42
- The progress made by disadvantaged pupils in English is the highest priority area of focus for the academy, especially boys and this is reflected in the PP spending plan for 2018-19 through the Literacy Co-ordinator and strategies implemented through the literacy policy.
- Other key areas of priority in terms of progress made by disadvantaged pupils are maths and science. United Learning's national subject advisors have been deployed to provide support, resources and capacity to drive improvements in these areas.

Attainment:

Basics Measure:

In 2017-2018 49% of pupils at Sheffield Springs Academy achieved 'standard passes' of Grade 4+ in both English and Maths. 34% of disadvantaged pupils achieved this benchmark compared to 65% of non-disadvantaged pupils.

31% of pupils achieved 'good passes' of Grade 5+ in both English and Maths. 16% of disadvantaged pupils achieved this benchmark compared to 49% of non-disadvantaged pupils.

The attainment gaps in both the Basics 5 and Basics 4 measures are key priorities for leaders and this is reflected in the PP spending plan for 2018-19.



Attainment in English:

In 2017-2018 57% of pupils at Sheffield Springs Academy achieved a 'standard pass' of Grade 4+ in English. 47% of disadvantaged pupils achieved this benchmark compared to 68% of non-disadvantaged pupils.

40% of pupils achieved a 'good pass' of Grade 5+ in English, with 28% of disadvantaged pupils achieving this benchmark compared to 53% of non-disadvantaged pupils.

Attainment in maths:

In 2017-2018 58% of pupils at Sheffield Springs Academy achieved a 'standard pass' of Grade 4+ in maths. 42% of disadvantaged pupils achieving this benchmark compared to 76% of disadvantaged pupils.

39% of pupils at Sheffield Springs Academy achieved a 'good pass' of Grade 5+ in maths. 24% of disadvantaged pupils achieved this benchmark compared to 55% of non-disadvantaged pupils.

Attainment 8:

In 2017-18 the 'Attainment 8' average points score per pupil at Sheffield Springs Academy was 46.6. Attainment 8 was 40.94 for disadvantaged pupils compared to 54.13 for non-disadvantaged pupils.

Key Stage 3:

Pupil Premium funding impacts upon all pupils at Sheffield Springs Academy and benefits pupils in Years 7 to 10 as well as impacting upon outcomes in GCSEs for Y11 pupils.

Progress at Key Stage 3

United Learning End of Year mock exam results:

Year 7

English

46.2% of students at or significantly above ARE (43%PP, 48%nonPP)

Maths

37.1% of students at or significantly above ARE (32%PP, 41%nonPP)

Science

42% of students at or significantly above ARE (37%PP, 47%nonPP)

Year 8

English

66% of students at or above ARE (75PP, 10 nonPP)

Maths

52% of students at or above ARE (50PP, 10 nonPP)

Science

40% of students at or above ARE (45PP, 6nonPP)

Year 9

English

28% of students exceeding ARE (8PP, 30nonPP)

38% of students secure at ARE (22PP, 31nonPP)

34% of students below ARE (36PP, 10nonPP)

Maths

15% of students exceeding ARE (4PP, 27nonPP)

40% of students secure at ARE (24PP, 31nonPP)

45% of students below ARE (36PP, 25nonPP)



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

GCSE

- The progress score for disadvantaged pupils in Languages was +3.0
- The value added for disadvantaged pupils in Science was positive at 0.033
- 100% of the disadvantaged pupils entered achieved Grade 5+ in Modern Foreign Languages.
- A disadvantaged pupil was one of only two from the academy who were awarded full scholarships to attend Sheffield High School for Girls.
- For the last two academic years overall progress 8 score for disadvantaged students has been above National Average, +0.56 and +0.24.
- One disadvantaged female pupil achieve 2 grade 9's and 4 grade 8's and was top performing Year 11 girl in 2018

Further improvement priorities identified from the progress and attainment of disadvantaged pupils in 2017-18:

GCSE

Although the overall Progress 8 figure for disadvantaged pupils is positive (0.24), a number of gaps have been identified by leaders for priority action within the PP spending plan and overall Academy Development Plan.

Issue Identified	Analysis	Actions within PP Spending Plan
Disadvantaged progress and attainment in English, especially (but not limited to) that of boys.	Progress -0.69 vs -0.22 (non-dis) / Attainment 8 English element 7.04 vs 8.09 (non-dis)	One to one mentoring/ small group interventions. United Learning subject advisor re-write the approach and understanding to each Exam question. Staff to receive CPD to make sure that this is effective.
Middle and High prior attainers in English	Progress -0.49 vs 0.02 (MAPs national) -0.87 vs 0.00 (HAPs national) / A8 English element MAPs 7.97 vs 8.98 (MAPs national) / HAPs 10.74 vs 12.53 (HAPs national)	Middle and Higher are to be stretched and challenged. Visits to the theatre and live stream The Royal Shakespeare Company for Romeo and Juliet. Saturday School targeted pupils.
Disadvantaged progress and attainment in maths.	Progress -0.30 vs +0.21 (non-dis) / Attainment 8 maths element 6.61 vs 9.97 (non-dis)	Saturday School small group interventions. United Learning Subject advisor to support the department. Form tutor maths groups. Hegerty Maths interventions Revision guides and equipment made available.
Girls' progress and attainment in maths.	A8 maths element 7.89 vs 8.16 for boys	Female mentoring to support girls within the academy. Support from Cluster Director of Maths and to lead small group interventions. Form tutor maths groups. Revision guides and equipment made available.
HAPS progress and attainment in maths	HAPs A8 maths element 11.81 vs 12.35 (national)	Sheffield University tutoring scheme for HAPS. External visitors to support maths lessons and lead on small group interventions. Revision guides and equipment made available. Hegerty Maths intervention.
Disadvantaged Basics attainment at 4+ & 5+ compared to 'non-disadvantaged' pupils,	5+ Basics Attainment 17% vs 50% (non-dis) 4+ Basics Attainment 49% vs 35% (non-dis)	Residual action plans for every underperforming pupil in each subject to address underperformance immediately as a result of the T1 meeting. Address progress of disadvantaged students in E&M through identification of cohort– providing bespoke intervention (homework, Saturday school, 1:1, withdrawal and mentoring) in the first instance.
Attendance of PP pupils, especially PP	Overall attendance for current Y11 was 91.4% last year. PP	Through ongoing implementation of the Safer Academy Partnership weekly "Multi-Professional Meeting" and expansion of the concept using a 2

boys from WB backgrounds	attendance was 89.82%. PP boys who are from WB background 89.9%.	<p>tier system of identifying student needs and ensuring that they are met. Daily Calling / Text Messaging for all PA students.</p> <p>Ensure that the Attendance Team follow a standardised procedure that enables flexibility and accountability for each stage of the process towards prosecution /intervention. Accountability meetings to take place weekly with VCO and her team.</p>
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Key Stage 3

The following gaps have been identified by leaders for priority action within the PP spending plan and overall Academy Development Plan.

Issue Identified	Analysis	Actions
Disadvantaged progress and attainment in English, especially (but not limited to) that of boys.	Progress -0.69 vs -0.22 (non-dis) / Attainment 8 English element 7.04 vs 8.09 (non-dis)	<p>Enrichment sessions for targeted pupils after each AP. These sessions to focus on missing knowledge from the AP analysis. CPD training for staff to implement the new curriculum effectively.</p> <p>Revised curriculum texts for key stage 3 English.</p> <p>Links with Catch up programmes</p>
Middle and High prior attainers in English	Progress -0.49 vs 0.02 (MAPs national) -0.87 vs 0.00 (HAPs national) / A8 English element MAPs 7.97 vs 8.98 (MAPs national) / HAPs 10.74 vs 12.53 (HAPs national)	<p>Enrichment sessions for targeted pupils after each AP. These sessions to focus on missing knowledge from the AP analysis. CPD training for staff to implement the new curriculum effectively.</p> <p>Revised curriculum texts for key stage 3 English.</p> <p>New books for Key stage 3 English.</p> <p>Links with Catch up programmes</p>

Pupil Premium Strategy:

In academic year 2017-2018 the Pupil Premium at Sheffield Springs Academy was spent as follows:

Spend	Improvement Focus	Amount Allocated	Purpose and impact	EEF Toolkit Strand / Evaluation	Continue in 2018-2019
Subsidised transport	Access to sporting and offsite learning opportunities	£5,048	Taxis, coach and 1 minibus Lease Cost – subsidised transport costs, enabling disadvantaged pupils to access all activities.	Individualised instruction <small>Moderate impact for very low cost, based on moderate evidence.</small> ££££££ ££££££ +3	Yes
Conway trip - ensuring attainment	KS4 attainment and progress focus	£23,140.94	Funding for Year 11 pupils in receipt of FSM to attend 2 x 3 day study residential 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> ££££££ ££££££ +3	Yes
Saturday school/ holiday provision	KS4 attainment and progress focus	£8096.57	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> ££££££ ££££££ +2	REVISE
LINKS Partnership	Access to sporting and outdoor learning opportunities	£8,000	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward bound activities, which may otherwise be cost prohibitive to disadvantaged pupils.	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small> ££££££ ££££££ +3	Yes
Pupil Experience activities - PGL , Outwood bound, Trip subsidies	Access to sporting and offsite learning opportunities	£11,284	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others.	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small> ££££££ ££££££ +3	Yes
Careers/ Sheffield futures	Cultural gap	£15,244	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> ££££££ ££££££ 0	REVISE

School medical practitioner	Wellbeing	£25,944	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.	<p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	Yes
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.	<p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	Yes
Hardship fund	Reducing stigma of deprivation	£1,443.18	Uniform, food and ancillaries hardship fund to ensure that deprivation is not a barrier to education and that no pupil is stigmatised through not being able to afford uniform or equipment. Extreme hardship is also catered for when identified e.g. lack of electricity or gas credit, food parcels.	NA	Yes
Attendance team salary	Attainment and progress	£63,294	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.	<p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	REVISE
Technology contribution	Attainment and progress	£7,657.50	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.	<p>Individualised instruction</p> <p>Moderate impact for very low cost, based on moderate evidence.</p>	Yes
Librarian salary	Literacy	£18,572	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.	<p>Reading comprehension strategies</p> <p>Moderate impact for very low cost, based on extensive evidence.</p>	ENHANCE

Literacy coordinator	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 coordinator.	<p>Reading comprehension strategies</p> <p>Moderate impact for very low cost, based on extensive evidence.</p>	ENHANCE
Key stage 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.	<p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	REVISE
Engagement officers	Behaviour and engagement	£56,443			REVISE
Reading matters/ Beanstalk mentors	Attainment and progress	£1,434	Provision of trained reading mentors for target groups of pupils identified through STAR reading as reading at a level which is >1 standard deviation from the norm in terms of their SRAS.	<p>Reading comprehension strategies</p> <p>Moderate impact for very low cost, based on extensive evidence.</p>	REVISE
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.	<p>Feedback</p> <p>High impact for very low cost, based on moderate evidence.</p>	Yes
Study support – Revision guides, software, revision sessions	Attainment and progress	£4,680.84	Provision of books, textbooks, software Hegarty Maths 50%, study guides and other learning resources for assertive mentoring programme - with additional subsidy for disadvantaged pupils.	<p>Mentoring</p> <p>Low impact for moderate cost, based on moderate evidence.</p>	Yes

Mentoring	Safeguarding	£1024.20	Golddigger Trust mentoring and interventions for pupils identified as being 'at risk' from CSE.	Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small>	££££££ ££££££ +1	Yes
EWB staff	Wellbeing	£21,078	1 EWB staff member to provide support to most vulnerable pupils and to provide a 'key worker' link between school, families and CAMHS / MAST services both on-site and within NHS/ local authority provisions.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4	Yes
Meritec Licence	Software	£995	CPOMS software for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4	Yes
SMSC Grid Maker	Software	£420.75	SMSC online software to capture SMSC in lessons or activities outside of the classroom. Used to identify strengths, weaknesses and gaps in provision.	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4	Yes
Safeguarding manager 50%	Wellbeing	£20,152.00	Contribution towards salary of 1 qualified safeguarding manager. This will support the mental health needs of disadvantaged pupils including the provision of support around issues such as poverty, debt, housing, social identity, domestic violence etc.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4	Yes
Purchase stock for LRC	Literacy	£1359.74	Provision of books within the library to encourage reading across all age ranges and to support the school literacy policy.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££ +5	Yes
Coaching and mentoring from Senior Leaders from neighbouring school	Attainment and progress	£15,604.00	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>	££££££ ££££££	Yes
HLTA support from cluster contributions	Attainment and progress	£11,335.60	Higher level teaching assistant to support EAL and SEND within the bridge. Small group interventions at targeted pupils.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4	Yes
	Total	£418,525.28				

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

Wider Impact of Pupil Premium Spending at Sheffield Springs Academy:

Pupil Premium pupils in Year 11 finished the academic year having a Progress 8 score of +0.31. Disadvantaged pupils from the low and middle prior attainment bands performed particularly well with P8 scores of +0.50 and +0.29 respectively.

Although elements of disadvantaged pupils' progress and attainment have improved markedly in the past few years, it is the academy's highest priority to raise their attainment further, with particular focus on English and maths. It is our target to raise disadvantaged pupils' average levels of achievement by 3/4 grade in English and 1/3 of a grade in maths in 2018-19 compared to the previous year. Pupil Premium spending will be directed to support the achievement of this aim, particularly in the middle and high prior attainment bands and for boys who are from white British backgrounds.

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.



Pupil Premium Priorities for Academic Year 2018-19

The academy expects to receive £421,685 in Pupil Premium funding for academic year 2018-19. This equates to £935 for 451 pupils.

Although it is important to utilise the Pupil Premium to intervene in underperformance at Key Stage 4, leaders have also scrutinised aspects of examination underperformance in English and maths and are embedding improvements at Key Stage 3 to prevent the deficiencies in pupils' knowledge, skills and understanding still being present when they come to sit their GCSE exams.

These are:

English		Maths	
Aspect of underperformance	Strategy employed	Aspect of underperformance	Strategy employed
Paper 1 Question 4 English Language– Evaluation Paper 2 Question 5 English Language– Writing with a view-point	UL and AQA training for key English staff members, which will then be disseminated to the English department. The training will focus on the effective strategies for teaching these questions. The strategies will be differentiated for students of varying ability. A scrutiny of SSA KS3 and 4, P1 Q4 and Paper 1 Q5, exam responses from UL will provide data to show students who require further intervention/action. Following this AP QLA, students identified as underperforming will be invited for bespoke Saturday sessions delivered on a weekly basis to students following staff training from UL/AQA.	Accessing worded problems	Y11 Maths form focus on worded, contextualised, problems. 30 minutes per day 4 times per week. Y11 Maths intervention mornings. All students will be in carousel style workshops working on distinct functional questions 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)
Reading comprehension	Full external training for the Literacy Coordinator to enable her to lead and manage the reading interventions in school: Read Write Inc. to address underperformance and improve the reading age of all students in Y7-9. 2 form time sessions per week run by fully trained form tutors as well as 1 hour each week focused	Applying correct mathematical function to problems	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

	on Reading as part of the English provision.		
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 KS4 Section A (reading) exam responses from summer 2018 (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. Maths Fact of the Week is learnt by all students with questions and past exam styles questions (provided with worked answers) This allows for up to 39 key maths facts to be taught and revised throughout the year groups</p>
SPAG	<p>Staff training delivered by KS1 and Y4 teachers to upskill staff in the English department in teaching SPAG skills to KS3 LPA students.</p> <p>Spelling 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>	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 through weekly department meetings and sharing of good practice such as shared marking of Y11 mock exams</p>
Building social and cultural capital	<p>Reading programmes - activities widen students' vocabulary as well as improving reading and comprehension.</p> <p>Oral literacy programme designed by Debate-able to be delivered 30 minutes each week during a form time session. Sessions delivered by trained form tutors and</p>		

	<p>English staff. Y7 – Y9</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 Y7 - 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>		
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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 education or career pathways
- Limited experience of tertiary or higher education, affective 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 or being a young carer.
- For the most gifted pupils, the lack of 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 a minority of 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.



Spend	Improvement Focus	Amount Allocated	Purpose	Impact Review Jan 2019	Actions taken post review to ensure maximum impact achieved	Staff Lead	Review Timetable
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 residential in English and maths to support their progress and attainment in those subjects.	Study Residential did not impact sufficiently on attendance of PP pupils Y11 PP Attendance pre trip was 86.86% Y11 PP Attendance post trip was 83% Match in English and Maths 5+ for PP pupils on trip decreased from AP6 Y10 to AP2 Y11.	Conway Residential 2 cancelled. Will not be included in next year's PP plan, re-allocate funding.	CC	Termly
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. 1:5 approach to Saturday School (Revised)	Saturday School format amended in Oct 18 to provide QLA focus on specific English question each week for identified cohort of pupils. Q2: 78% attendees have improved their mark so far (60 pupils) Q3: 82% attendees have improved their mark so far (64 pupils) Q4: 100% attendees have improved their mark so far (79 pupils)	Continue this format. Expand to include maths from Jan 12 th 2019.	CC	Termly
Library resources	Literacy	£8,000	Funding for school librarian to develop 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.	Y7 – 53 pupils targeted, 64% improved by an average of 22 months between Sept 18 and Jan 19 Y8 – 53 pupils targeted, 49% improved by an average of 20 months between Sept 18 and Jan 19 Y9 – 48 pupils targeted, 61% improved by an average of 21 months between Sept 18 and Jan 19	Sharpen focus in line with UL Reading Age intervention strategy – all pupils in each YG to be within 6 months RA vs chronological age as a minimum. Y7 53 pupils Y8 53 pupils Y9 49 pupils	SSW	Termly
Enrichment week / University visits	Cultural gap	£3500	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. All pupils to have had one meaningful encounter with a higher Education environment.	To date 20 Y11 PP pupils out of 72 have accessed a University experience. Arrangements in place for 38 Y11 pupils to access a University experience over Term 2. Review of UCAS progress data shows 55% of Y11s with ability to access University	Participate in Sheffield University Y11 Achievement Awards, target at least 50% of Year Group (77 / 113 pupils, 29PP) participating to support achievement of all PP pupils targeted at 5+ basics (10/72 pupils) accessing a (substantial) HE experience.	CHO	Termly

				place (targeted 5+ in E&M, x pupils) are on an appropriate pathway post-16.			
Careers/ Sheffield futures	Cultural gap	£15,244	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. New careers hub for school and open at lunch time (Revised)	<p>2016 NEETS figure is 13%. 55 (78%) disadvantaged pupils in Y11 have accessed at least one 1:1 session with CEIAG advisor.</p> <p>6 disadvantaged pupils out of 72 attended Stepping Up into VI Form day at Sheffield Park Academy VI Form</p> <p>43 (59%) disadvantaged pupils out of 72 accessed 1:1 progress review in Term 1 with VP / HoY.</p>	<p>Careers service engaged to provide CEIAG support to Y10 in Summer Term 2019 to ensure that 100% of PP pupils in KS4 access the service.</p> <p>Arrangements in place to ensure that all Y11 pupils attend Aspirations Day at Sheffield Park Academy, attended by Universities and Employers (15th Feb). Allocated member of SLT to ensure that all PP pupils are supported at the event to maximise impact.</p>	CHO	Termly
School medical practitioner	Wellbeing	£25,944	Contribution towards salary of qualified medical practitioner who supports 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.	<p>Identified cohort of pupils with specific health needs in each Year Group, attendance improved or sustained as a result-</p> <p>Y11 17 students seen 0 students sent home</p> <p>Y10 17 students seen 5 students sent home</p> <p>Y9 24 students seen 0 students sent home</p> <p>Y8 23 students seen 1 student sent home</p> <p>Y7 30 students seen 6 students sent home</p> <p>A total of 111 pp students seen and 12 sent home since 13/11/2018 – 21/01/2019</p> <p>9 PP pupils accessed support for bereavement</p>	Initiate pupil wellbeing survey to capture impact of the academy's work in this area.	SCL	Termly

				9 PP pupils accessed support for bereavement																											
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.	Provision reviewed and found to be inadequate for the following reasons: Impact limited due to the above 12 PP pupils accessed counselling (out of 21 pupils in total)	‘Unravel’ engaged to undertake the following: Provision to continue for x PP pupils with additional capacity for x pupils and support with x (issues)	SCL	Termly																								
Tutoring Maths	KS4 attainment and progress focus	£2,500 (add additional)	Payment towards Sheffield University undergraduate maths tutoring scheme to support KS4 pupils who are in receipt of FSM.	Unable to provide tutors in Term 1. Seek support from a commercial organisation instead.	YipiYap tutoring company engaged from Jan 2019. Supporting 11 PP pupils targeted at 4+ basics out of cohort of 56. Reallocate money from cancelled Conway Trip to this provision. Starting point 30% 4+ basics (34 pupils) Target 55% achieving 4+ basics (62 pupils)	CC	Termly																								
Girls progress and attainment in maths	KS4 attainment and progress focus	£2,500 Add HRA salary cost %,	Maths Intervention strategy using bespoke question level interventions for 78 pupils, of who 56 are PP. Starting point (Y10 AP6) for this cohort 33% 4+ basics / 20 5+ basics. Target for this cohort (Y11 AP5) 55% 4+ basics / 40% 5+ basics / P8 >0 maths	Current tracking indicates for this cohort 30% 4+ basics /13% 5+ basics / P8 -0.52 Current tracking for Y11 girls (53) in maths indicates that 8 are achieving a 5+ and 20 are achieving a 4+. Only 15 girls are making expected progress.	Target this cohort for maths Saturday school. HRA (Cluster Maths Lead) to provide bespoke tutorials and x lessons per week for x PP girls in Y11.	CC	Termly																								
Attendance team salary	Attainment and progress	£63,294	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. New strategies to be used to support pupils and none attenders (Revised)	Attendance for Term 1: <table><tr><td></td><td>All</td><td>PP</td><td>Non PP</td></tr><tr><td>Y7</td><td>94.2</td><td>92.8</td><td>96.6</td></tr><tr><td>Y8</td><td>93.9</td><td>92.9</td><td>95.3</td></tr><tr><td>Y9</td><td>91.7</td><td>91.2</td><td>95.0</td></tr><tr><td>Y10</td><td>90.5</td><td>87.5</td><td>95.6</td></tr><tr><td>Y11</td><td>91.9</td><td>89.4</td><td>95.7</td></tr></table>		All	PP	Non PP	Y7	94.2	92.8	96.6	Y8	93.9	92.9	95.3	Y9	91.7	91.2	95.0	Y10	90.5	87.5	95.6	Y11	91.9	89.4	95.7	PP spending on Attendance is not yet impacting sufficiently on outcomes. Cluster Attendance Manager to review – is it enough? Are staffing levels sufficient?	SCL	Termly
	All	PP	Non PP																												
Y7	94.2	92.8	96.6																												
Y8	93.9	92.9	95.3																												
Y9	91.7	91.2	95.0																												
Y10	90.5	87.5	95.6																												
Y11	91.9	89.4	95.7																												

				<table><tr><td>Total</td><td>92.6</td><td>91.0</td><td>95.8</td></tr></table>	Total	92.6	91.0	95.8	Implement revised strategy focussing on 1 st day / early morning visits targeted at PP pupils Y11 (x% of cohort – average attendance x%) as priority 1, PP <95% other YGs as priority 2 (x% of cohort, average attendance x%). Friday / Monday PP absentees strategy (x pupils, average attendance x%) with communication on Thursday / Sunday evenings in place from Jan 2019.		
Total	92.6	91.0	95.8								
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.	65% of Key stage 3 PP pupils are on track or better in Technology Y10 progress (30% ALL vs 36% PP) Y11 progress (50% ALL vs 50%PP)	?	CC	Termly				
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.	12 PP pupils of out cohort of 12 involved in ‘Better Learners, Better Workers’ programme with WorkWise. Impact on attendance (97.4% last year, 97.4 % this year for this cohort. Impact on learning (50% on track in E&M vs 25% last year)	Develop University links and ensure participation in Boeing / McLaren outreach events for PP pupils in next year’s spending plan.	CHO	Termly				
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. Roles are to be revised to ensure focus on attendance and attainment (Revised)	Reduce the number of PP pupils sanction 3’s <ul style="list-style-type: none">PP Sanction 3– 1959 San 3 of which 1577 were PP / 719 PP San 3 from Sept 2017-21st Jan 2018PP Sanction 3 this year to date – 412 sanction 3	Focus on low level disruptive behaviour – impact of mentoring / HoYs for specific cohorts of PP pupils in each YG to reduce number of S1/S2 given.	SCL	Termly				
Engagement officers	Behaviour and engagement	£56,443		Reduce the number of PP pupils FTE <ul style="list-style-type: none">80 PP FTE – last year / 27 last year to date (21st January)50 PP FTE – this year to date (21st January)		SCL	Termly				

				Reduce the number of PP pupils PX <ul style="list-style-type: none">7 PP PX – last year / 0 last year to date0 PP PX – this year to date																												
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).	20 pupils visited Guildford Girls High school Term 1 Ave attendance 96.095% <table><tr><td></td><td>Lang</td><td>Lit</td><td>Mat h</td><td>Science</td></tr><tr><td>Above target</td><td>30%</td><td>25%</td><td>0.15</td><td>40%</td></tr><tr><td>On target</td><td>25%</td><td>40%</td><td>0.25</td><td>25%</td></tr><tr><td>1 below</td><td>45%</td><td>35%</td><td>60%</td><td>25%</td></tr><tr><td>2+ below</td><td>0%</td><td>0%</td><td>0%</td><td>10%</td></tr></table>		Lang	Lit	Mat h	Science	Above target	30%	25%	0.15	40%	On target	25%	40%	0.25	25%	1 below	45%	35%	60%	25%	2+ below	0%	0%	0%	10%	Enhance this provision with partnership working with Guildford Girls’ High School. Programme to targeting 25PP pupils in Y10. Measure impact through progress in Basics 7+ measure, attendance and P8.	CHO	Termly
	Lang	Lit	Mat h	Science																												
Above target	30%	25%	0.15	40%																												
On target	25%	40%	0.25	25%																												
1 below	45%	35%	60%	25%																												
2+ below	0%	0%	0%	10%																												
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. Purchase of MINT software to ensure data informed seating plans in place in each lesson and enable greater focus on PP, SEND pupils’ needs.	Term 1 lesson observations show that 55% of teachers are aware of all students’ capabilities and their prior knowledge		CC	Termly																									
Pupil experience/ enrichment/ study support	Attainment and progress	£5,000	Provision of books, textbooks, software, study guides and other learning resources for assertive mentoring programme - with additional subsidy for disadvantaged pupils. Hegarty Maths.	PP progress gap in basics currently <table><tr><td></td><td>Non PP</td><td>PP</td><td>Gap</td></tr><tr><td>English Lang</td><td>48.8 %</td><td>30.6 %</td><td>-18.3%</td></tr><tr><td>English Lit</td><td>47.6 %</td><td>30.6 %</td><td>-17.1%</td></tr></table>		Non PP	PP	Gap	English Lang	48.8 %	30.6 %	-18.3%	English Lit	47.6 %	30.6 %	-17.1%	Hold bespoke parents’ evening for all PP / underperforming pupils identified as a result of this review (x pupils) to support with study / revision techniques. Ensure all study guides are provided free for PP pupils. Ensure scientific calculators are provided for all Y11 PP pupils.	CHO	Termly													
	Non PP	PP	Gap																													
English Lang	48.8 %	30.6 %	-18.3%																													
English Lit	47.6 %	30.6 %	-17.1%																													

				Maths gap 32.6 % 20.8 % -11.7% Science gap 41.9 % 27.8 % -14.1% Hegarty Maths completion for Term 1. 17/44 UL Schools in terms of access and completion.	Review use of study guides provided – ensure that HoDs set homework that required them to be used. SSA to be in Top 25% UL schools for Y11 Hegarty Maths completion (min 7.54 learning hours vs 4.61)		
Cultural capital experiences	Attainment and progress	£5,000	Contribution towards payment to embed cultural capital into the KPIPs model and ensure that differentiated learning experiences are available	<ul style="list-style-type: none"> 230 (48.9%) PP pupils experience an educational visit 108 (15.5%) off site to increase Cultural Capital All pupils perform one presentation to their peers throughout the year to develop oral literacy skills. (No baseline data) 	Review number of pupil premium pupils who have accessed an educational visit in the academic year 2018/19. Gather student voice from pupil premium pupils on the value of their educational visits.	CHO	Termly
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+. 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.	<ul style="list-style-type: none"> Match in English and Maths 5+ is increased to 20% for iAP2, 30% by fAP2 and 40% by iAP3 11 PP girls achieved Grade 4+ in English and maths. All teachers to receive bespoke CPD to support pupils 	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan). All high attainers provided with bespoke intervention plan following formal IAP2. Teachers to receive subject CPD at cluster INSET day on Monday 7 th January 2019.	CC	Termly
LINKS Partnership	Access to sporting and outdoor learning opportunities	£8,000	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also	<ul style="list-style-type: none"> 144 (30%) pupil premium pupil's accessed extra-curricular opportunities during term 1 2018/19. 	Review extra-curricular opportunities across all year groups and identify the gaps.	CHO	Termly

			includes provision of equipment for Duke of Edinburgh and outward bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils.		Student voice carried out to see what additional opportunities they would value.		
Pupil Experience activities - PGL , Outwood bound, Trip subsidies	Access to sporting and offsite learning opportunities	£11,284	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others.	<ul style="list-style-type: none"> 230 (48.9%) pupil premium pupil's accessed Pupil Experience activities during term 1 2018/19. 	Carry out student voice activity to indicate impact of the opportunities that they have been offered.	CHO	Termly
Safeguarding manager 50%	Wellbeing	£20,152.00	Contribution towards salary of 1 qualified safeguarding manager. This will support the mental health needs of disadvantaged pupils including the provision of support around issues such as poverty, debt, housing, social identity, domestic violence etc.	<ul style="list-style-type: none"> 30 pupil premium pupils have accessed support from the safeguarding team during term 1 2018/19. 	Monitor and review work of safeguarding team to ensure that their work has maximum impact in safeguarding all pupils.	SCL	Termly
United Learning Subject Advisors	Attainment and progress	£15,000	Support with the Key Stage 4 curriculum within Maths, Science, English and humanities and implementation of the new Key Stage 3 curriculum. Support and guidance given to CALS	<ul style="list-style-type: none"> Maths team (CAL) have accessed 4 CPD sessions Science team (CAL) have accessed 4 CPD sessions English team (CAL) have accessed 4 CPD sessions Humanities team(CAL) have accessed 2 CPD sessions 	UL subject advisors to visit throughout terms 2 and 3 to review implementation of KS and4 curriculum, review assessment and support improving the quality of teaching and learning across departments.	SSW	Termly
Disadvantaged progress and attainment in English, especially (but not limited to) that of boys.	Attainment and progress	£2,500	One to one mentoring/ small group interventions. United Learning subject advisor re-write the approach and understanding to each Exam question. Staff to receive CPD to make sure that this is effective.	<ul style="list-style-type: none"> FAP1 progress 8 score of PP pupils in English is -1.20 FAP progress 8 score of PP girls in English is -0.78 FAP1 progress 8 score of PP boys in English is 1.58 	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan).	CC	Termly
Middle and High prior attainers in English	Attainment and progress	£2,500	Higher are to be stretched and challenged. Visits to the theatre and live stream The Royal Shakespeare Company for Romeo and Juliet. Saturday School targeted pupils.	<ul style="list-style-type: none"> FAP1 progress 8 score of MAPs in English is -0.91 FAP1 progress 8 score of HAPs in English is -1.45 	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan).	CC	Termly
Disadvantaged progress and	Attainment and progress	£2,500	Saturday School small group interventions. United Learning Subject advisor to support the department. Form tutor maths groups. Hegerty Maths	<ul style="list-style-type: none"> FAP1 progress 8 score of PP pupils in maths is -1.06 	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be	CC	Termly

attainment in maths.			interventions Revision guides and equipment made available.	<ul style="list-style-type: none">FAP1 progress 8 score of PP girls in maths is -0.94FAP1 progress 8 score of PP boys in maths is -1.17	done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan).																				
Girls’ progress and attainment in maths.	Attainment and progress	£2,500	Female mentoring to support girls within the academy. Support from Cluster Director of Maths and to lead small group interventions. Form tutor maths groups. Revision guides and equipment made available.	<ul style="list-style-type: none">FAP1 progress 8 score of PP pupils in maths is -1.06FAP1 progress 8 score of PP girls in maths is-0.94	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan).	CC	Termly																		
HAPS progress and attainment in maths	Attainment and progress	£2,500	Sheffield University tutoring scheme for HAPS. External visitors to support maths lessons and lead on small group interventions. Revision guides and equipment made available. Hegerty Maths intervention.	<ul style="list-style-type: none">FAP1 progress 8 score HAPs in maths is -1.07FAP1 5+ in maths for HAPs is 25%	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan).	CC	Termly																		
Disadvantaged Basics attainment at 4+ & 5+ compared to ‘non-disadvantaged’ pupils,	Attainment and progress	£2,500	Residual action plans for every underperforming pupil in each subject to address underperformance immediately as a result of the T1 meeting. Address progress of disadvantaged students in E&M through identification of cohort– providing bespoke intervention (homework, Saturday school, 1:1, withdrawal and mentoring) in the first instance.	<ul style="list-style-type: none">FAP1 4+ is 30%FAP1 4+ for disadvantaged is 18%FAP1 4+ non disadvantaged is 14%pupilsFAP1 5+ is 12.8%FAP1 5+ for disadvantaged is 7%FAP1 5+ non disadvantaged is 5.6%	Review of Ensuring Attainment strategy which will highlight main areas of concern, what will be done to improve attainment and progress (based on QLA) and what will be done differently moving forward (See EA plan).	CC	Termly																		
Attendance of PP pupils, especially PP boys from WB backgrounds		£2,500	Through ongoing implementation of the Safer Academy Partnership weekly “Multi-Professional Meeting” and expansion of the concept using a 2 tier system of identifying student needs and ensuring that they are met. Daily Calling / Text Messaging for all PA students.	<table><tr><td>% Attendance</td><td>Y7</td><td>Y8</td><td>Y9</td><td>Y10</td><td>Y11</td></tr><tr><td>All</td><td>95.2</td><td>94.2</td><td>92</td><td>90.9</td><td>90.9</td></tr><tr><td>Boys</td><td>94.3</td><td>93.7</td><td>92.7</td><td>90.5</td><td>88.9</td></tr></table> <ul style="list-style-type: none">	% Attendance	Y7	Y8	Y9	Y10	Y11	All	95.2	94.2	92	90.9	90.9	Boys	94.3	93.7	92.7	90.5	88.9	Ensure that the Attendance Team follow a standardised procedure that enables flexibility and accountability for each stage of the process towards prosecution /intervention. Accountability meetings to take place weekly with VCO and her team.	SCL	Termly
% Attendance	Y7	Y8	Y9	Y10	Y11																				
All	95.2	94.2	92	90.9	90.9																				
Boys	94.3	93.7	92.7	90.5	88.9																				
KS3 Disadvantaged progress and attainment in	Attainment and progress	£24,000	Enrichment sessions for targeted pupils after each AP. These sessions to focus on missing knowledge from the AP analysis. CPD training for staff to implement the new curriculum effectively.	<ul style="list-style-type: none">3 CPD sessions provided for English staff regarding QA of assessment.New text introduced to provide challenge and rigour include	Regularly review and monitor English rapid recovery plan through line management and governor meetings.	CC	Termly																		

English, especially (but not limited to) that of boys.			Revised curriculum texts for key stage 3 English. Links with Catch up programmes. New Books for KS3 curriculum.	<ul style="list-style-type: none">• 'Dracula', 'Animal Farm' 'Lord of the Flies' 'Treasure Island'• Expected progress in English in Y7 is 39%, Y8 46% and Y9 33% on formal UL exam AP1			
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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.

A team of school staff will assess the impact of the Pupil Premium interventions throughout the year. This team will draw in from a variety of school expertise. They will be:

- Christopher Howard (Associate Senior Leader – Pupil experience and Transition)
- Grace Benson (SENCO)
- Rachael Blackband (Literacy Co-ordinator)
- James Biggane (Head of Maths)
- Andrew Savile (Head of Science)
- Stacy McKay (School Business Manager)

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.