



# Pupil Premium Strategy Statement 2022 – 2023

Principal	Shereka James
Pupil premium lead:	Siobhan Hardy, Assistant Principal
Governor / Trustee lead	Christopher Dearie
Review Cycle:	Annual
Governing Body Ratification	
Review Date	

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium funding had within our school.

### School overview

Detail	Data
School name	Skinners' Academy
Number of pupils in school	1098
Proportion (%) of pupil premium eligible pupils	49.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Shereka James, Principal
Pupil premium lead	Siobhan Hardy, Assistant Principal
Governor / Trustee lead	Christopher Dearie

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 447,190.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£447,190.00

## Part A: Pupil premium strategy plan

### Statement of intent

The Academy is committed to promoting the academic, personal, social and development of all pupils within an inclusive and aspirational environment. The Academy believes that all pupils, regardless of background or circumstance, should be supported to excel in all that they do, in line with our motto: “Be the best you can”. The targeted and strategic use of Pupil Premium funding will support the Academy in achieving this vision.

At Skinners’ Academy there are 454 pupils for whom the Academy shall receive Pupil Premium funding.

The strategy is evidence-based and has three main strands: high quality teaching; targeted academic support; and wider strategies (e.g. enrichment, supporting students Social, Emotional and Mental Health (SEMH) needs, etc.).

Our aim is to use Pupil Premium Funding to help the Academy improve and sustain higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge no.	Detail of challenge
1	PP pupils making less progress than non-PP pupils in English and Maths. Our GCSE results show that there is a difference between PP pupils and non-PP pupils. 44.1% of PP pupils achieved grade 5+ in both English and Maths, compared with 53.8 % of their peers.
2	PP Pupils making less progress than non-PP pupils in Ebacc subjects. Our GCSE results show that out of 50.54% that were entered only 15.05% achieved Grade 5 or above in all Ebacc subject areas.
3	A high percentage (64%) of PP pupils have English as an additional language.
4	Our exclusion records show that there continues to be a decrease in the number of exclusions in the Academy this academic year. However, PP pupils are still disproportionately represented amongst those who are suspended and excluded. 69% of students who were suspended or excluded were PP students.
5	The Covid-19 pandemic and the cost-of-living crisis has resulted in greater number of students having reduced access to opportunities to enhance their cultural capital (e.g. educational visits and enrichment activities).
6	Attendance data for Years 7-11 from 2021/22 shows that PP students’ attendance was 2.7% lower than non-PP students (89.6% PP compared with 92.3% non-PP). In addition, PP pupils arriving late (but before registers closed) stood at a rate of 4.1%, compared with a rate of 2.9% for non-PP pupils.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved progress in both English and Maths for PP pupils	PP pupils make progress in line with all pupils in both English and Maths. This includes using KS3 progress data, GCSE predictions, mock results, and formative assessment.
2. Improved progress in Ebacc qualification for PP pupils (French/Science and Geography)	PP pupils make progress in line with all pupils in Ebacc qualification.
3. Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among PP pupils and a smaller disparity between the scores of PP pupils and their non-PP peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
4. Reduction in number of exclusions that include PP pupils	Reflection and suspension data shows no pattern that Pupil Premium students are over-represented; this will be improved upon previous historic data.  The pastoral team, SEND and safeguarding team work collaboratively to co-plan and investigate influencing triggers to challenging behaviour.
5. Disadvantaged students' cultural capital is enhanced throughout their time at school.	PP pupils take part in a variety of trips and enrichment opportunities, at the same rates as their peers. These opportunities are either fully-funded or subsidised by the Academy.
6. Improved attendance for PP pupils.	PP pupils' overall attendance is in line with that of their non-PP peers.

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £330,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued curriculum review and updated schemes of learning to ensure the curricula are appropriate and assessments accurate to enhance PP pupils' progress.	Education Endowment Foundation (EEF) consistently identifies high quality teaching and learning as the most significant factor affecting the performance of disadvantaged students.	1, 2
HODs for EBacc subjects will be required to present half termly assessment data comparing the progress and attainment of PP pupils in relation to non-PP pupils.	EBacc HODs will meet with RAD after each data capture to analyse the performance of PP pupils, identify barriers and strategies.	2
Investment in technology resources to support Teaching and Learning e.g. visualisers	NFER (November 2015) identifies that the use of technology resources was one of the popular strategies used by all schools to raise attainment of disadvantaged pupils.	1, 2
<p>A systematic method of determining accurate reading ages which could clearly identify literacy gaps which could be addressed.</p> <p>All pupils will be tested twice yearly using NGRT, including incoming Year 7 and Year 12 cohorts (180 per year in Y7-11, plus circa 100 in Y12).</p>	<p>National Literacy Trust and EEF research constantly identifies weak literacy as one of the biggest causes of the attainment gap and the ability to succeed in life.</p> <p>The National Group Reading Test (NGRT) is a standardised assessment which allows schools to measure reading ages against a national average, in order to identify and address concerns or gaps swiftly and track progress.</p>	2, 3

Recruitment and retention of staff	The Academy knows from its experience and extensive track record of working with PP pupils that the most significant difference is made through quality first teaching. Therefore, we aim to recruit and retain the very best teachers so that our PP pupils have the best possible life chances. This is supported by the EEF Research and the Sutton Trust.	1,2,4,6
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions which will take the form of small group tuition	EEF Toolkit identifies small group tuition as a strategy which has an average impact of four months additional progress over the course of a year.  SLT in charge of KS4 suggestion.	1, 2,5
<p>Bedrock Learning for KS3 students.</p> <p>Massolit Lecture subscription for KS4 &amp; 5 to provide access to high-quality, curriculum-linked video lectures for GCSE, A Level delivered by university academics.</p> <p>All pupils will be tested twice yearly using NGRT, including incoming Year 7 and Year 12 cohorts (180 per year in Y7-11) and literacy interventions put in place for those students whose reading ages are below their chronological age.</p>	<p>Extensive research has shown that being able to access a wide and varied vocabulary allows pupils to access the curriculum. The Academy focuses on this to ensure our disadvantaged pupils can access our full curriculum and make excellent progress in their academic achievement.</p> <p>GCSE English results showed that while the attainment gap between PP and non-PP pupils has reduced from 3.95% in 2019 to 2.5% in 2022 for grades 5+, there is continued work required to reduce this gap further.</p>	1, 2, 3, 5



	HOD's suggestion	
<p>Hard copies of key texts and textbooks are purchased for students at KS4 and KS5. Digital licenses are also secured where possible. Online platforms such as GCSEPod, Kerboodle, Quizlet, Educake and Massolit lectures subscription ensure that students benefit from tailored and interactive resources which can be accessed from home.</p> <p>Where necessary, laptops and data cards are given to students without technology at home.</p> <p>Students have access to the Learning Resource Centre before and after school, as well as during break and lunchtimes to ensure that they can complete homework and extend their learning time.</p> <p>Homework club supervised by Pastoral Support Assistants and SEND team ensure that students have access to a supervised study space after school at least once per week.</p>	<p>The Academy knows from its experience that the Academy's most disadvantaged pupils are the least likely to have additional support or facilities at home. The Academy provides our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning programmes provided by the Academy and make excellent progress.</p> <p>Focus Group's suggestion</p>	<p>1, 2,5</p>



<p>The Academy's onsite alternative provision, The Learning Centre, provides 5-week respite placements for students who are identified at being most at risk of exclusion. Students are offered small group interventions which address academic and personal development, in order to support reintegration back into mainstream lessons.</p>	<p><a href="#">The Timpson review (2019)</a> highlights that alternative provision provides education to some of the most vulnerable. Forty per cent of AP pupils, for example, are claiming free school meals, 26 per cent are considered "in need" and almost 80 per cent have special educational needs or disabilities.</p> <p><a href="#">Warming the Cold Spots of AP</a> confirms this: "Pupils on free school meals are over-represented, at 43 per cent in state-maintained AP compared to 15 per cent in mainstream."</p> <p>KS4 outcomes for English and Maths for those who are permanently excluded from school are as low as 4%, compared with 64% nationally. Therefore, providing high-quality onsite alternative provision is an important part of the Academy's commitment to reduce exclusions and improve outcomes for PP students.</p> <p>64% of students who were referred to The Learning Centre in 2020-21 were PP students.</p>	<p>1, 4</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 67,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional provision of enrichment activities and careers education e.g.:</p> <ul style="list-style-type: none"> <li>• First Story</li> <li>• LAMDA lessons</li> <li>• Debate Club</li> <li>• Visiting Speakers</li> </ul>	<p>The Academy knows from research and experience that disadvantaged pupils are least likely to have access to enrichment outside school. Therefore, we make it a priority that our disadvantaged pupils can access a variety of enrichment activities.</p>	<p>4</p>
<p>Students take part in a wide range of enrichment activities, which includes trips and visits.</p>	<p>Focus Group's suggestion</p>	<p>5, 6</p>

<p>Each year group has a designated Head of Year, Assistant Head of Year and Pastoral Support Assistant, who ensures that expectations regarding behaviour, attendance, punctuality, and attitudes are upheld, and that intervention is put into place and where necessary.</p>	<p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge required for success in later life.</p>	<p>4, 6</p>
<p>Attendance Officer, HOY/AHOY and PSA for each year group work with the Safeguarding team and EWO to track, monitor and improve attendance.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016)</p> <p><a href="#">EEF: Attendance Interventions: Rapid Evidence Review</a></p>	<p>1, 2, 6</p>
<p>Revision of the rewards system to link it to academic attainment of PP pupils</p> <p>Merit system leads to more rewards for pupils to recognise and celebrate their achievements.</p> <p>£5,000 reward for the Year Groups 7 to 11</p>	<p>To positively affirm learning in the classroom and improve behaviour for learning.</p> <p>Pupil voice has consistently shown pupils feel they should be rewarded for good effort.</p> <p>Focus on group rewards to have maximum impact.</p>	<p>4</p>

**Total budgeted cost: £ 447,190.00**

## Part B: Review of Outcomes in the Academic Year 2021-2022

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

A total of 479 pupils at Skinners' Academy were eligible for Pupil Premium (PP) funding in 2021-2022. The breakdown of eligible pupils was:

	Year 11	Year 10	Year 9	Year 8	Year 7	Total
<b>Number of PP</b>	93	98	86	102	100	479
<b>% of cohort</b>	53	55	46	56	54	

Pupils at Skinners' Academy are still significantly affected by Covid 19. The level of disruption to children's education was significant during this period. However, there has been improved progress in English for PP pupils last academic year. In addition, the percentage of pupils achieving the Ebacc qualification at a level 5 or above has also increased (see the table below).

Although English tests were completed in line with the school policy and reading age tests were conducted, increasing the frequency to twice per year will ensure more rigorous monitoring and evaluation. This aligns with the Academy's multi-tiered literacy strategy, with the aim of identifying those pupils who require short-term literacy intervention and those who may benefit from a referral to the SEND team.

### National Group Reading Test (NGRT) Schedule

Year Group	1 <sup>st</sup> test	2 <sup>nd</sup> test
Incoming Y7 cohort	July	N/A
Year 7	November	June
Year 8	November	June
Year 9	November	June
Year 10	November	June
Year 11	November	N/A

Pupils have had various opportunities to take part in several trips and activities which enhanced their cultural capital. For example, a fully-funded trip was organised for Year 8 pupils to visit Guadeloupe. The pupils were able to attend a number of drop-down days and the introduction of an Academy Trip Day, which saw the majority of pupils attend visits and activities outside of the Academy. In addition, 98 pupils in Year 10 pupils completed the Duke of Edinburgh award. 54% of these were Pupil Premium.

The Academy adopts an evidenced-based approach to the allocation of Pupil Premium funds. The Education Endowment Foundation has produced a teaching and learning toolkit to help teachers and schools effectively use the Pupil Premium fund to support disadvantaged pupils. Its families of schools' databases help teachers learn about effective practices from other schools with similar pupil intake.

In order to assess pupils' progress, the Academy will continue to use both formative and summative assessments. These will help to identify any gaps in the pupils' knowledge and skills at both the individual level and whole school. Where pupils are still not progressing as they should, the Academy will use small group interventions to bring about the expected outcome improvements.

Overall, our strong ethos of high-quality lessons, staff CPD and culture in respect of good attendance and good behaviour will provide not only pupil premium pupils but also all other pupils with the understanding that the Academy accepts them to succeed in their education. The effective message to the pupils is that they can all achieve if they work together as a community, with the school staff, alongside parents/carers to overcome barriers to learning.

### **What impact has the Pupil Premium funding had at Skinners' Academy in the academic year 2021/22?**

In 2021 there were 93 PP pupils in our examination cohort (of 173 pupils)

#### **The percentage of Pupil Premium pupils gaining 9-5 grades in English and Maths:**

	<b>2018/19</b>	<b>2020/21</b>	<b>2021/22</b>
English	61.77 (65.72 non-PP)	47.5 (60.64 non-PP)	68.8% (71.3% non-PP)
Maths	50.98 (65.72 non-PP)	50.0 (68.09 non-PP)	45.16% (57.5% non-PP)
Both	42.16 (54.29 non-PP)	32.5 (55.32 non-PP)	44.1% (53.8% non-PP)

For the first time in 2021/22, a significant portion of the English department budget was spent on providing (free of charge) every student with their own copies of all core texts, as well as tailor-made resources and revision materials. Additionally, 2021/22 was the first year that visualisers were used consistently across the English department to aid teaching and share model responses with pupils. The impact of this approach contributed to the reduction in the PP gap in English from 3.95% in 2018/19 to 2.5% in 2021/22 and a 7% increase in the number of PP pupils achieving grade 9-5 in English. This supports the Academy's intention to allocate more PP funding in 2022-23 to ensure that all students are provided with the core resources required to participate in their courses and the use of PP funding to ensure every classroom contains a visualiser and staff are trained in their use.

**The percentage of Pupil Premium pupils gaining the EBacc**

	<b>2020/21</b>	<b>2021/22</b>
EBACC Achieved	11.25% (5+) 17.5% (4+)	15.01% (5+), 22.66% (4+)
Pupils entered for EBacc	43.75%	50.54%
EBacc Average Points Score out of a maximum possible of 9	3.49	4.02
EBacc Average Subjects filled out of a maximum possible of 6	4.09	4.2
Progress 8 for Pupil Premium pupils	+0.04	-0.37
Attainment 8 for Pupil Premium pupils:	4.50	4.60