



# Pupil Premium Strategy Statement 2021 – 2022

Principal	Shereka James
Pupil premium lead:	Damian Alexis, Assistant Principal
Governor / Trustee lead	Christopher Dearie
Review Cycle:	Annual
Governing Body Ratification	November 2021
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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 had within our school.

### School overview

Detail	Data
School name	Skinners Academy
Number of pupils in school	1050
Proportion (%) of pupil premium eligible pupils	41.52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Shereka James, Principal
Pupil premium lead	Damian Alexis, Assistant Principal
Governor / Trustee lead	Christopher Dearie

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 424, 020
Recovery premium funding allocation this academic year	£ 65,000
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	£489,020

## Part A: Pupil premium strategy plan

### Statement of intent

The Academy is committed to enhancing the Personal, Social and Academic Development of PP pupils within a caring and aspirational environment. At Skinners' Academy there were 436 (243 boys and 193 girls) pupils for whom the Academy shall receive Pupil Premium funding. The Academy's motto is: "Be the best you can". The Academy believes that all pupils, regardless of background or ability, should be supported to excel in all that they do. The targeted and strategic use of Pupil Premium will support the Academy in achieving this vision.

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 number	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 significant difference between PP pupils and non-PP pupils. 32.5% of PP pupils achieved both English and maths compared to 55.32 % of their peers.
2	PP Pupils making less progress than non-PP pupils in Ebacc subjects. Our GCSE results show that out of 43.75% that were entered only 11.25% achieved level 5 or above.
3	A high percentage (59%) of PP pupils have English as an additional language (there are 458 PP pupils and 272 of those are EAL PP pupils).
4	Our exclusion records show that although there has been a significant decrease in the number of exclusions in the Academy this academic year. However, there is still a significant amount of PP pupils that are being excluded. 59% of all pupils excluded were PP pupils (18 out of 28).
5	Reduce the impact of Covid 19 on education progress, through a catch up and recovery programme, with particularly focus on literacy and numeracy in year 7 and 8. All students are assessed twice yearly to determine their progress, this data will be used to identify spotlight students requiring further intervention and its impact.

## 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
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.
Improved progress in Ebacc qualification for PP pupils (French/Science and Geography)	PP pupils make progress in line with all pupils in Ebacc qualification.
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.
Reduction in number of exclusions that include PP pupils	Reflection and fixed term exclusion 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 behaviours
Disadvantaged students' cultural capital is enhanced throughout their time at school.	PP pupils have the opportunity to take part in a variety of trips which are subsidised by the school.

**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: £ [295,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued curriculum review and updated Programmes of Learning to ensure KS3, KS4 and KS5 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 IWH, CHA 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 were 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>Introduction of reading test for all KS3 PP pupils with a lower reading age for their age. Pupils will be tested termly. (180 pupils tested termly)</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.	2, 3

Introducing Pivotal Education Training (Behaviour Specialists).	Empowering staff to feel confident to deal with incidences that occur from poor behaviour by equipping teachers and support staff with positive behaviour management strategies and techniques.	4
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

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ [100,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths/English 1:1 tutoring programme KS4 and KS3, for those not reaching their potential based on KS2 data.	<p>One-to-one learning with a personalised tutor, which will help build their self-esteem and confidence, as well as help close the gap between PP pupils and non - PP pupils</p> <p>EEF states that evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Focus Group's suggestion</p>	1, 2, 3,5
Structured interventions which will take the form of small group tuition	<p>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.</p> <p>SLT in charge of KS4 suggestion</p>	1, 2,5
<p>Bedrock Learning for all those pupils eligible for PP</p> <p>Introduction of reading test for all KS3 PP pupils with a lower reading age for their age. Pupils will be tested termly. (180 pupils tested termly)</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>	1, 2, 3,5

	<p>GCSE results showed that PP pupils did less well in English/literacy-based subjects. Accelerated Reader will be used for KS3 to encourage reading through competition.</p> <p>HOD's suggestion</p>	
<p>Hard copies of key texts and textbooks are purchased for students at GCSE level. 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>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>	1, 2,5

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ [94,020]

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to mentor targeted PP pupils	EEF states that some studies have found that mentoring has positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour.	4
<p>Additional provision of enrichment activities and careers education e.g.:</p> <p>First Story programme</p> <p>LAMDA lessons</p> <p>Debate Club</p> <p>Visiting Speakers</p>	<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</p>	4

	<p>take part in a wide range of enrichment activities, which includes trips and visits.</p> <p>Direct help to pupils to give access to enrichment, such as trips with particular focus on theatre and museum venues.</p> <p>Focus Group's suggestion</p>	
<p>Each year group has a designated Year Leader 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>	4
<p>Revision of the rewards system to link it to academic attainment of PP pupils</p> <p>Assistant HOY to develop a sustainable reward system for each Year Group</p> <p>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>	4

**Total budgeted cost: £ [£489,020]**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Students at Skinners' Academy have been significantly affected by Covid 19. There were a number of whole school and year group bubble closures. These impacted on student attendance when school was open as well as complex challenges around managing students' learning through lockdown both in terms of practicalities and wider wellbeing. The level of disruption to children's education was significant during this period.

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 to support disadvantaged pupils. Its families of schools' database help teachers learn about effective practice from other schools with similar pupil intake.

**What impact has the Pupil Premium funding had at Skinners' Academy in the academic year 2020/21?**

In 2021 there were 78 PP students in our examination cohort (of 176 students)

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

	2018/19	2020/21
English	61.77 (65.72 non PP)	47.5 (60.64 non PP)
Maths	50.98 (65.72 non PP)	50.0 (68.09 non PP)
Both	42.16 (54.29 non-PP)	32.5 (55.32 non PP)

The percentage of Pupil Premium pupils gaining the EBACC 2020/21

- o Achieved – 11.25% (5+) 17.5% (4+)
- o Entered – 43.75%
- o EBacc Average Points Score = 3.49 (out of a maximum possible of 9)
- o EBacc Average Subjects filled = 4.09 (out of a maximum possible of 6)

Progress 8 for Pupil Premium pupils

- o +0.0.4

Attainment 8 for Pupil Premium pupils

- o 4.23

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Reading Test KS3	New Group Reading Test
Tutoring for EHCP pupils	Winchmore Tutors KS4
Bedrock Vocabulary	Bedrock Learning