



Pupil Premium Impact Report 2018 - 2019

What is it?

The Pupil Premium is a government funded strategy to help narrow the achievement and attainment gap between pupils who may find circumstances outside school challenging due to hardship or other issues and their peers.

The Academy receives an annual grant to be used to support the education of the following identified groups of students.

- Students who are currently receiving free school meals.
- Students who are not currently receiving free school meals but have done so in the last six years.
- Students who are looked after children.
- Students who have a parent in the armed forces.

How much additional funding does The Skipton Academy receive?

2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
£99390	£87890	£98135	£97240	£78500	£83215

Profile of The Skipton Academy Pupil Premium Cohort 2018/19

Year Group	Number of Pupils eligible for funding
7	14
8	21
9	15
10	19
11	16
Total	85 (29%)



Expenditure 2018/19 – See full strategy for specific details of expenditure

Pillar	Description	Budget	Impact	Repeat
1a	Speakers and rewards for assemblies	£3,500	Rewards remain an important aspect of the TSA ethos.	Y
1b	Classcharts allocation	£1,000	Still in use and a vital part of home/school communications	Y
1c	Attendance Challenge + lunches	£2,500	On-going incentives to promote good attendance - see attendance strategy - PP attenda	Y
2a	Revision Guides	£3,000	BTEC exams now in place for all subjects - continue spend to accommodate	Y
2a	Uniform	£2,000	Essential spend to ensure PP students wear correct uniform and feel that they "belong" to	Y
2a	Trips	£1,500	To ensure that PP students have access to education visits to enhance their learning	Y
2a	Breakfast	£4,500	PP attendance up, latenes down, continue spend.	Y
2c	Student Charter	£4,000	Some elements successful in promoting cultural capital. Continue but amend.	Y
2d	PHSCE and Careers	£500	Funding not accessed in 2018/19	N
2f	TA allocation	£38,000	Improved TA allocation in all areas -	Y
2f	SENCO allocation	£15,000	Positive impacts on SEN students	Y
2f	Holiday revision sessions and incentives	£2,500	Underutilised - needs to be planned correctly for 2019/20 but important for boosting grades	Y
3c	Visualizers and other equipment	£500	All teachers who require visualizers now have them	N

Pupil premium data 2018/19

Measure	Non PP		PP	Gap
Progress 8	2014/15	-1.15	-1.74	-0.59
	2015/16	-0.21	-0.49	-0.28
	2016/17	0.17	-1.02	-1.19
	2017/18	-0.22	-0.50	-0.28
	2018/19	-0.34	-0.86	-0.52
Ave Attainment 8	2014/15	3.6	2.4	-1.2
	2015/16	4.5	4.2	-0.3
	2016/17	4.56	3.57	-0.97
	2017/18	3.49	2.99	-0.5
	2018/19	3.58	3.27	-0.61
% 5 standard passes inc English and maths *	2014/15	33	25	-8
	2015/16	34	31	-3
	2016/17	67	31	-36
	2017/18	39	21	-18
	2018/19	51	38	-13
% English 9-4*	2014/15	54	44	-10
	2015/16	44	25	-19



	2016/17	84	45	-39
	2017/18	56	43	-13
	2018/19	76	50	-26
% Maths 9-4*	2014/15	47	33	-14
	2015/16	44	38	-6
	2016/17	71	54	-17
	2017/18	45	26	-19
	2018/19	60	44	-16
% Student Achieving 9-4 in English and Maths	2016/17	69	40	-29
	2017/18	40	26	-14
	2018/19	58	38	-20

*Figures based on SISRA collaborative data

Attainment has improved across the board in the measures listed. This means that grades were better in 2018/19 than they were in 2017/18. PP students collectively achieved better grades in their subjects than the previous years. In most cases, with the exception of maths, the improvements in Non PP grades have been better than PP grades and this has led to the gaps widening.

In 2018/19 Pupil Premium gaps widened across the academy in most areas. Progress across the academy fell and this led to a widening of the gap between PP and non PP students. Whilst this would indicate that PP students performed less well than the previous year it must be noted that we had 6 students (3PP) who represented around 10% of the cohort, who were no longer at the school, did not sit exams or were significantly affected by external issues. Shadow data (without these 6) suggests that PP performance would be closer to last years with reduction of the gap.

The strategy has undoubtedly meant that PP student's social capital has been improved and that many have been supported to achieve their best. They have benefited from financial support in terms of revision guides and uniform and their cultural capital has been enhanced via the student charter and school trips.

There now needs to be a refocus on support and intervention at a classroom level to ensure that all students are making progress, the gaps are closing and we are giving these students the best opportunities available when they leave TSA.