



The Skipton Academy Raising the Achievement of Disadvantaged Learners Strategy 2020/2021

Belong Challenge Inspire

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January 2021

Contents

- The Pupil Premium Charter
- Rationale
- Contents
- Internal barriers to learning
- External barriers to learning
- Pillar 1
- Pillar 2
- Pillar 3

The Pupil Premium Charter

To rapidly improve the outcomes of our disadvantaged learners by a persistent and relentless focus on meeting their academic needs, improving their social and cultural capital and supporting them academically, financially and emotionally so that they may reach their full potential and allow them to access their aspirational “next steps”

All staff at the academy must have the shared belief that every child, regardless of background, has the right to a high-quality education that enables them to reach their full potential.

All staff have the responsibility for ensuring that disadvantaged learners have access to the highest quality of teaching and learning and a rich curriculum that enables every learner, regardless of social economic background to achieve success

Rationale

This policy is based around three important and interrelated pillars that aim to provide our disadvantaged students with high quality teaching and the support and self-belief that they can succeed.

These pillars are:

2

- **Pillar 1: High Quality Teaching and Learning**
- **Pillar 2: Targeted academic support**
- **Pillar 3: Financial support and improving social capital**

Within each pillar there will be several strategies that will focus on specific approaches to ensure that our disadvantaged students are able to make good progress. These will also show the expected outcome of the strategy, who is responsible for implementing them, who is responsible for the quality assurance of these measures and how the impact will be assessed. There will also be a timescale for implementation and a projected budget for the measure.

The aim of this policy is to provide a clarity of the high expectations that we have of all staff and learners within the Academy and offer a detailed account of all Pupil Premium interventions for all stakeholders.

This document correlates with the priorities set out in the Academy Improvement Plan 2020/21 and addresses the recommendations of the external Pupil Premium Review.

Summary Information – The Skipton Academy					
Academic Year	2020/21	PP Budget	£92635	Date of most recent PP internal review	Oct 2020
Number of Pupils	312	Number of pupils eligible for PP funding	97	Date of next internal review	Dec 2021

Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

	School disadvantaged pupils 2016/17	School disadvantaged pupils 2017/18	School disadvantaged pupils 2018/19	School disadvantaged pupils 2019/20
Number of pupils	21	23	16	18
Progress 8 scores	-1.1	-0.48	-0.86	-0.02

Attainment 8 score	35.4	30.11	32.67	35.51
English and Maths at grade 5 or above	14%	22%	12.5%	11.1%
English and Maths at grade 4 or above	43%	43%	37.5%	50.%



Barriers to Learning

In order to address the gaps in Pupil Premium attainment it is important to understand the barriers that are preventing some disadvantaged students from securing significant progress in their learning. Following the recommendations from the Pupil Premium review internal data was used to identify PP postcodes, national deprivation statistics were analysed, national research statistics were studied, and a selection of established staff were consulted. Consequently, the following barriers to learning were identified:

Internal barriers to learning:

- 1) Numeracy and literacy. Issues with poor numeracy and literacy were preventing some disadvantaged students from making sufficient progress.
- 2) Low student expectations and ambition. Some of our disadvantaged students have low aspirations and often see their lives as already planned out for them.
- 3) Passive / disruptive behaviour in a minority of classes leading to less progress being made.

Barriers to Learning

External barriers to learning:

- 1) Lack of financial support from home. The parents of some students do not have the means to buy revision guides, subject specific equipment, uniform or IT access and fund extracurricular activities.
- 2) Low expectations from some parents. Some students are the children of ex-pupils who did not have a positive experience at Aireville School. This may lead to lack of aspiration from some parents and a lack of value for education. Attendance is also affected by this barrier.
- 3) A hectic home-life. Some students from disadvantaged backgrounds do not have a stable home-life and lack certain elements of support from their parents. Their often unstable living conditions are not conducive to a focused and purposeful school-life.
- 4) Lack of study space and internet provision. Some students do not have sufficient access to home study areas that are suitable for completing homework or coursework. Some homes do not have a computer or internet access.
- 5) Low expectations of future education. A proportion of students see their future as Craven College and then a job in Skipton. This perceived lack of geographical mobility means that often students do not push themselves to gain better grades as they feel that their lives are already mapped out for them. Disadvantaged learners can lack access to professional networks, work experience and careers advice that other learners access through family networks
- 6) Covid 19 issues – There have been numerous concerns regarding the ability for disadvantaged learners to access remote learning during the Covid 19 lockdown periods. There are mainly focussed on lack of IT technology / Wi-Fi, poor engagement due to household situations and a lack of motivation. The Skipton Academy has ensured

that these issues have been address, outside of this policy, through providing laptops, Wi-Fi dongles and offering in-school provision for those students who are struggling to engage in a home setting.

Pillar 1: High quality learning and teaching

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” The EEF Guide to Pupil Premium

Good classroom practice and the delivery of good/outstanding lessons is an essential element in raising PP attainment. This pillar also addresses literacy, oracy and vocabulary barriers.

Pillar 1 Desired Outcomes		Success Criteria / Action
a	<p>All lessons have high expectations of all students but more especially PP students.</p> <p>The pace and challenge of all lessons is appropriate to all students in the class and places high expectations on all students.</p>	<p>Evidenced via lesson observations and learning walks.</p> <p>PP ATL and student grades show improvement.</p> <p>PP students make good progress in lessons due to targeted classroom interventions and an increased awareness of PP strategies.</p>
B	<p>Teachers are aware of the PP students in their classes and are catering for their needs.</p> <p>PP students are monitored in their progress and appropriate interventions take place where PP students are falling behind</p> <p>All assessment data to be analysed in terms of PP student progress and fed back to staff.</p>	<p>Use of classcharts and teacher files to identify PP students</p> <p>Monitored via classroom teachers mark books, faculty meetings, link meetings, lesson observations and learning walks.</p> <p>Data sets to be sent out by data manager following each data collection. These will highlight PP gaps and if they are narrowing or not.</p>

C	<p>Literacy is highlighted and promoted throughout the Academy. There is a focus on the use of vocabulary and oracy in all classes and live modelling is regularly used in lessons.</p> <p>Marking and feedback is used to support the progress of all learners but especially those from a disadvantaged background.</p> <p>Teachers plan their lessons with progress in mind. They use planning sequences that give a purposeful and informative start to the lesson allows for significant progress to be made by all students</p> <p>Metacognition is used in lessons to allow students to monitor and evaluate their learning and progress quicker in their subjects</p>	<p>There is an improvement in literacy across the Academy and evidence is seen in books and in observed lessons. Quality of written work improves.</p> <p>The marking policy is seen in student workbooks, work scrutiny and lesson observations. This leads to student responses that accelerate progress and lead to better grades.</p> <p>Planning sequences are seen in lesson observations and lead to improved progress and better classroom behaviour.</p>
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Pillar 1	Action	Rationale	QA	Staff lead	Expected cost	From when?	Success Criteria
a	CPD sessions to focus on all aspects of lessons that relate to pace, challenge and expectations for all, but more especially PP students.	CPD needed to highlight and keep top of mind the need for higher expectations across the Academy.	AD to monitor and evaluate the impact	AD	No additional cost	From Sept 20	The % of lessons rated good or better increases. The PP gap narrows.
B	All PP students are clearly identified in classrooms using classcharts	Clarity of focus will lead to better interventions and improved outcomes for PP students	SLT and middle leaders via learning walks and lesson	MC	Already allocated	From Sept 20	All teachers know who their PP students are and are able

	SIP and link meetings will always have a clear and distinct focus on PP students. Faculty leaders will monitor progress and interventions for PP students within their faculty and report them to their SLT link.	A constant focus on PP progress will keep the issue top of mind and ensure that classroom teachers are pushing PP students for higher grades	observations Faculty leaders and SLT links	MC	No additional charge	From Sept 2020	to show what interventions are in place to support their progress. PP gaps are narrowing

Pillar 2 – Targeted academic support

A proportion of our disadvantaged students may need support in a variety of ways. Some of this provision needs to address the lack of financial capital that has been recognised as a barrier to learning. However, social capital is also important. We should aim to fill the potential gaps in social capital that other students benefit from, in that we need provide opportunities for our disadvantaged students to experience activities beyond the academic opportunities in school and ensure that they are open to the world around them.

Pillar 2 Desired Outcomes		Success Criteria / Action
A	Students are not disadvantaged due to lack of suitable homeworking space and/or lack of ICT facilities.	Homework club will run from Mondays to Thursdays after school where students have a calm environment to complete coursework/homework and have access to IT facilities.
B	Careers advice and activities to support students to consider their future education / career and raise their expectations.	Students have access to a range of careers advice and support from year 7. This would include visits to businesses as set out in the "Student Charter". The fulfilment of the Gatsby Benchmarks criteria
C	Academic support to be provided for underperforming PP students to enable to increase their attainment	Identified students have extended learning opportunities and extra support. Their grades improve, and the PP gap narrows. Class sizes are smaller.
D	Attendance of PP students improves in-line with national averages	Attendance improves as the Academy for PP students

Pillar 2	Actions	Rationale	QA	Staff leads	Expected cost	From when?	Success criteria
A	Homework club to run Mon-Thurs until 4.30pm in the LRC	Ensure that PP students have access to IT facilities and a calm environment to complete homework, coursework or to revise	AD to evaluate via register data looking at PP usage over time.	AD	No additional charge	Sept 20	A decrease in PP behaviour incidents linked to no completion of homework.
B	PHSCE / careers curriculum in Period 4 time	Structured and assessed lessons in period 4 lesson time that focus on a variety of "life" topics and careers advice.	Progress leaders and AL to QA the lessons.	JK	No additional charge	Oct 20	Students complete the careers and PHSCE pathway in tutor time
C	Leaning mentors from NCOP and SELFA who will provide mentoring and extracurricular activities to PP students	Extra support and events to raise expectations of PP students and support them at school	SB / JK to monitor the intervention	SB/JK	No charge	From Dec 20	Targeted students benefit from NCOP/SELFA intervention and the social capital / academic confidence increases. Evidenced in ATL scores,
C	Targeted period 4 interventions for Year 11 PP students who are falling behind in core subjects	Following on from the success of the interventions in 2017/18	Via learning walks and data tracking	JK/AL /LC/JT	No additional charge	Oct 20	Attainment is increasing for those students who are receiving the targeted support.
	HLTA/TA to support PP students academic	Targeted support will improve outcomes and experiences	Faculty leaders in core subjects	AD	£38000 contribution	Sept 20	Improvement in attainment for targeted student

	ally and pastorally Extra teaching staff	Smaller class sizes, especially in KS3, will lead to improved outcome	RM	MC	£46635 contribution	Sept 20	Improved outcomes for PP students
D	A more rigorous attendance procedure which is regularly monitored, and interventions put in place. No term-time holidays granted. PP absence and associated interventions to be the leading section of all link meetings.	A more focussed policy will improve PP attendance and lead to better outcomes.	AL via link meetings with data presented to SLT and Governors	MC/LE	No additional charge	Sept 20	Improvement in PP 11 attendance leading to improved attainment,

Pillar 3: Targeted Financial Support

It is crucially important that our disadvantaged students have the same academic, social and emotional opportunities that our non-disadvantaged students have. They should feel like they belong to the Academy and have access to the same opportunities as their peers. They may need some financial support along the way and therefore the Academy has made provision for certain needs. This list is not exhaustive and consideration will be given individually where a financial need is recognised and reported.

Desired Outcomes		Success Criteria / Action
A	Students are not disadvantaged in their learning through lack of resources and are able to access the curriculum.	An element of PP funding is used to ensure that PP students have access to the learning aids and equipment that they need.
B	Family income and personal circumstances are not barriers to learning and attendance due to lack of uniform and equipment	An element of PP funding is used to ensure that PP students have the correct TSA uniform and PE kit.
C	Family income and personal circumstances are not barriers to learning and students from all backgrounds have the same opportunities to attend educational trips and visits.	Educational visits are part funded by PP money to ensure that no students are disadvantaged due to lack of family income.
D	All PP students have the opportunity to have a breakfast before the start learning each day	PP students have a breakfast credit that they can use before school each day.
E	PP student attendance increases towards national averages allowing them to make more progress and achieve well.	Increased focus on PP attendance will lead to improved attendance figures for PP students. TSA PP absence figures closer to national averages for PP students. Improvements in achievement due to improved attendance.

Pillar 3	Actions	Rationale	QA	Staff leads	Expected cost	From when?	Success Criteria
A	Revision guides purchased for year 11 students	Enable PP students to access the same provision as other students and give them the opportunity to achieve	Class teachers will ensure this happens and will encourage PP students to use the guides	JK	£1000	Nov 2020	Gaps in attainment for PP students narrows in exam results data
B	Financial assistance (up to £90) for school uniform and equipment	To ensure that all PP students see themselves as part of TSA by wearing correct uniform and having the right equipment.	MC	LE	£1500	Sept 2020	PP students receive less behaviour points for uniform issues
C	Financial assistance for PP students with educational visits. 1/3 of the costs of the trips will be funded up to £100 pa per PP student	To ensure that PP students are not disadvantaged by an inability to pay for educational visits	MC via outcome tracking of PP students	MC	£1000	Sept 2020	Greater social capital for PP students reflected in ATL scores

D	£1 credit to be applied to all PP student accounts every morning, Expires at 9am.	To ensure that PP students have the opportunity to eat breakfast prior to starting school	NE tracking PP spends pre-school	MC	£3000	Sept 2020	Better attendance and punctuality for PP students. Less behaviour points in morning lessons
E	Rewards assemblies to happen at the end of every term where rewards are given for IMPROVEMENTS in attendance and achievement	To motivate PP students to improve their attendance and achievement and ATL	MC	KS Leads	£1500	Sept 20	Attendance and achievement for PP students improves.

Proposed Spend

Pillar	Description	Budget
2f	TA allocation	£38000
	Additional staffing in key areas	£46635
3a	Revision Guides	£1000
3a	Uniform	£1500
3a	Breakfast	£3000

Pillar	Description	Budget
3a	Trips and visits subsidy	£1000
3b	Rewards for assemblies	£1500