

Pupil premium strategy statement

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	The Skipton Academy
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	31.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Jan 21 – Jan 23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard McManus Principal
Pupil premium lead	Mark Cook Deputy Principal
Governor / Trustee lead	Helen Williams CEO Moorlands Learning Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118185
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131670

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to 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 or economic background, to achieve success.

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

These areas are: High Quality Teaching and Learning; Targeted academic support; Financial support and improving social capital.

Within each area there are several strategies that will focus on specific approaches to ensure that our disadvantaged students are able to make good progress. The aim of this strategy 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.

Challenges

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

Challenge number	Detail of challenge
1	All students have been affected by school closures and the need for online learning. From speaking with our teachers, students and parents it is evident that our pupil premium students have been impacted to a greater extent. These findings have also been reported nationally. Therefore, knowledge gaps have resulted, and these are more prevalent in our PP students due to lower levels of on-line engagement and parental support.

2	Assessments of KS3 data reveal that disadvantaged pupils commonly have lower levels of engagement in the classroom and often struggle to focus. This impacts their progress and can lead to behaviour issues.
3	We want all our students to feel like they Belong at The Skipton Academy. As part of our relentless focus on our core values of Belong, Challenge, Inspire, we must ensure that no student feels disadvantaged due to lack of financial support from home. It is therefore vital that all students, regardless of background, have access to the same support and resources that enable them to access learning. This includes access to extra-curricular activities.
4	<p>Attendance data indicates that our disadvantaged student's attendance was 4.5% lower, in 2020/21, than non-disadvantaged. This is also reflected in the persistent absence figures where disadvantaged students account for approximately 40% of PA students and only 30% of the school population.</p> <p>Poor attendance causes issues in academic progress as well as social development. This also has implications on safeguarding in some instances.</p> <p>There is also a higher proportion of disadvantaged students who are late to school compared to non-disadvantaged students.</p>
5	Over the years 2017 to 2020 suspensions of disadvantaged students accounted for over 50% of all suspensions. In the academic year 19/20 suspensions of PP students were 76% of all suspensions. This is significantly higher than the 30% representation of PP students in the school. Many of these were repeat or multiple suspensions.

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 attainment amongst disadvantaged students across KS3 and KS4 with a focus on core subjects	Data from the summer terms shows the closing of attainment gaps compared with the Autumn term
Improved engagement from disadvantaged students via in class support	Instances of disruptive behaviour are falling for disadvantaged students over time compared to non-disadvantaged
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	Data from PP student voice is positive and PP students feel that they are being supported in school.

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.	
Attendance for disadvantaged students is improving and gaps are closing in all year groups	Attendance data shows that the gap (approximately 3.5%) between disadvantaged and non-disadvantaged students is closing. PP PA students are falling as a proportion of the school cohort and the percentage is closer to the whole school PP percentage
Improved behaviour for PP students leading to proportionately less suspensions.	The proportion of suspensions for PP students is falling and more broadly represents the percentage of disadvantaged students in school. (32%)

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

Budgeted cost: £86000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff. More support staff have been appointed to aid support for students, especially in key stage 3, where we have seen the biggest impact of lockdowns on mental health	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Ensuring that students who have been struggling during the two lockdowns have support in lessons and therefore allowing for a productive learning environment. SEND students, many of whom who are PP, have found it difficult to reengage with lessons and therefore this support has been vital to ensuring that they are accessing the curriculum.	1 2
Smaller class sizes at Key Stage 3 Extra teaching staff have been appointed to allow	Reducing class size EEF (educationendowmentfoundation.org.uk) National data supports the findings in school in that PP students have been affected to a greater extent by the	1 2

for smaller class sizes.	lockdowns. Many have struggled to reengage with school. Smaller class sizes, combined with in-class support, means that any issues can be dealt with more effectively and any impact on learning is minimised.	
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Targeted academic support

Budgeted cost: £14250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring program. Engaging with the national tutoring programme will enable our year 11 students, many of whom are disadvantaged, to gain one to one support in core subjects to address learning gaps	One to one tuition EEF (educationendowmentfoundation.org.uk) 49 funded one to one tutoring courses, offered to identified year 11 students in core subjects fulfilled by Kip McGrath tutoring services.	1

Wider strategies

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number
Attendance and behaviour outreach worker	“Where behaviour is an issue for a child, involving other stakeholders—in particular their parents— can strengthen the impact of any intervention put in place. Our outreach worker works with parents, many of whom are struggling at home, to attempt to ensure that their children attend school and meet our behaviour expectations.” Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	4 5
Pastoral Support worker	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	4 5

To ensure that all of our students' pastoral needs are met, our pastoral support worker works with the heads of key stage and is a dedicated resource.	<p>In addition to supporting teachers and key stage leaders, the pastoral support worker also runs various behavioural initiatives including report cards</p> <p>"Daily report cards are usually completed once or twice daily by the class teacher in a primary school, or carried to each class and completed by all class teachers in secondary. The teacher reports against key behaviour targets set in relation to the individual child's improvement needs (an example target could be, 'Paid attention in class'). These report cards aim to improve communication between the child and adults surrounding them about the child's behaviour" (EEF)</p>	
Breakfast credits - £1 added to all PP students accounts each morning to allow breakfast to be purchased	<p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p> <p>The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club.</p> <p>Although not strictly a breakfast club, we provide a £1 credit for all PP students to ensure that they have access to a healthy breakfast before the school starts.</p>	3,4
Uniform Up to £90 vouchers for PP students to ensure that they are not disadvantaged by uniform costs	<p>https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</p> <p>"School uniforms can play a vital part in contributing to the ethos of a school, particularly in 'poverty-proofing' classrooms from the demands of latest trends.</p> <p>However, needlessly high costs, particularly when school governing bodies require parents to buy exclusive or branded items, undermine the equalising quality of school uniform. Instead, expensive uniform requirements place an unnecessary burden on parents and children"</p>	3
Education trips and visits Subsidy of one third of the price of educational trips up to £100	<p>Pupil Premium: Closing the vocabulary gap (secondary.co.uk)</p> <p>"The best use of Pupil Premium funding, therefore, is to help disadvantaged pupils to build their cultural capital. Once you're clear about this solitary aim, all the hard work of action planning, implementing, monitoring and evaluating intervention strategies, and reporting the impact of your Pupil Premium activities becomes easier"</p>	3
Rewards End of term rewards for	<p>School Inspection + Improvement Magazine - Free article: Using the pupil premium to boost attendance (siimagonline.co.uk)</p>	3

attendance, progress and achievement	“Using commercial 'reward points' schemes to provide incentives and rewards for good attendance. Many schools point to the success of such schemes in improving pupils' motivation and their attitudes to school.”	
Revision guides No student should be disadvantaged because they cannot afford learning materials that are seen as essential or beneficial to the subject area	Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk) “You should also develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example: <ul style="list-style-type: none"> • attendance and levels of persistent absence • behaviour incidences and exclusions data • wellbeing, mental health and safeguarding concerns • access to technology and educational materials” 	3

Total budgeted cost: £ 146250

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.

There was a smaller than usual proportion of PP students (12.5%) in the year 11 2020/21 cohort. Of the 8 students, 2 were high prior attainment and 6 were mid. The TAGs performance of these students was good with a P8 average of +0.3 (non-PP students +0.6). This gap was 0.32 in 2019.

Pupil premium students achieved a A8 score of 45.97. This compares to a non-pupil premium score of 47.6. These gaps are closing compared to the last set of validated data in 2019 where the gap was 3.84.

Five standard passes including English and maths were 50% for PP students and 55.63% for non PP.

Standard passes in English and maths were 62.5% for PP and 57.14% for non-PP. Therefore, our PP students outperformed our non-PP students in this measure.

Strong passes for English and maths were equal at 37.5%

Following the national lockdown, we ensured that all students had access to targeted revision sessions in school. These were based on internal assessment data and question level analysis. Although a year 11 initiative, special consideration and monitoring was applied to our PP students to ensure that they were making progress and had access to all necessary materials, including technology for on-line learning and access to subject specific resources.

Despite the issues surrounding Covid, PP student attendance increased in 2020/21 by 1.5%. Attendance for PP students was 92.6% in 2020/21 compared to 91.1% in 2019/20. *Figures based on Autumn term only to allow for year-on-year comparisons to be made.*

Suspensions data for 2020/21 also indicated an improving picture. PP suspensions were 47% of total suspensions (76% in 2019/20). This is still above where we would aim to be, but this ratio is falling.

Support was tailored to meet the needs of individual students which included mental health support, attendance interventions as well as academic support. PP performance was top of the agenda in line management meetings and this focus helped to develop an increased emphasis on interventions and outcomes.

The pastoral team played a significant role in managing student welfare during this time. Parental communication via the pastoral staff and outreach worker was increased to ensure that all our PP student and vulnerable pupils received regular contact and support.

Further information

Non funded aims and strategies for Pupil Premium (see separate policy for full details)

High quality learning and teaching

All lessons have high expectations of all students but more especially PP students.

The pace and challenge of all lessons is appropriate to all students in the class and places high expectations on all students.

Teachers are aware of the PP students in their classes and are catering for their needs.

PP students are monitored in their progress and appropriate interventions take place where PP students are falling behind

All assessment data to be analysed in terms of PP student progress and fed back to staff.

There is a focus on the use of vocabulary and oracy in all classes and live modelling is regularly used in lessons.

Marking and feedback is used to support the progress of all learners but especially those from a disadvantaged background.

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

Targeted academic support

Students are not disadvantaged due to lack of suitable homeworking space and/or lack of ICT facilities.

Careers advice and activities to support students to consider their future education / career and raise their expectations.

Academic support to be provided for underperforming PP students to enable to increase their attainment

Extra-Curricular activities

The development of a board range of extra-curricular activities to allow all students to access experiences outside of the classroom. These will be provided free of charge to all students.