

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 |
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| School name | The Skipton Academy |
| Number of pupils in school | 476 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| 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 2022 |
| Date on which it will be reviewed | November 2023 |
| 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 | £125830 |
| Recovery Premium | £28704 |
| 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 | £154534 |

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 | There are still legacy issues surrounding national lockdowns and on-line learning. All students have been affected in some way by past school closures and the need for remote learning. Therefore, knowledge and skills gaps have resulted, and these are more prevalent in our PP students due to lower levels of on-line engagement and parental support. |

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| 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 | Attendance data indicates that our disadvantaged student's attendance was % lower, in 2021/22 (90.6%), than non-disadvantaged (92.7%). This is also reflected in the persistent absence figures where disadvantaged students account for approximately 43% of all PA students. Poor attendance causes issues in academic progress as well as social development. This also has implications on safeguarding in some instances. There is also a higher proportion of disadvantaged students who are late to school compared to non-disadvantaged students. |
| 5 | Over the year 2020/21 total suspensions of PP students accounted for over 47% of all suspensions. This is significantly higher than the 32% 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 |
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| 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 to the same opportunities as their peers. They may need some financial support | Data from PP student voice is positive and PP students feel that they are being supported in school. |

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| 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 2.1%) 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. |

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: £76000

| 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 academic progress and 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 |
| Extra teaching staff have been appointed to allow for smaller class sizes in year 7 | 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 lockdowns. Many have struggled to | 1 2 |

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| | 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: £11000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Key stage 4 PP students receive the opportunity for one to one or small groups sessions in core subjects | One to one tuition EEF (educationendowmentfoundation.org.uk) One to one tutoring interventions, offered to identified year 11 students in core subjects. | 1 |

Wider strategies

Budgeted cost: £67500

| Activity | Evidence that supports this approach | Challenge number |
|---|---|------------------|
| Attendance and behaviour outreach worker | <p>“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.”</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> | 4 5 |
| Pastoral Support worker To ensure that all of our students’ pastoral needs are met, our pastoral | <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <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</p> | 4 5 |

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| support worker works with the heads of key stage and is a dedicated resource. | 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) | |
| Breakfast credits - £1 added to all PP students accounts each morning to allow breakfast to be purchased | https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023 The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club. 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. | 3,4 |
| Uniform Up to £90 vouchers for PP students to ensure that they are not disadvantaged by uniform costs | https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer "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. 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" | 3 |
| Education trips and visits Subsidy of one third of the price of educational trips up to £100 | Pupil Premium: Closing the vocabulary gap (sec-ed.co.uk) "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" | 3 |
| Rewards End of term rewards for attendance, progress and achievement | School Inspection + Improvement Magazine - Free article: Using the pupil premium to boost attendance (siimagonline.co.uk) "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." | 3 |

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| <p>Revision guides</p> <p>No student should be disadvantaged because they cannot afford learning materials that are seen as essential or beneficial to the subject area</p> | <p>Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p> <p>“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:</p> <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” | <p>3</p> |
| | | |

Total budgeted cost: £ 154500

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 2021 to 2022 academic year.

There was a higher than usual proportion of PP students (37%) in the year 11 2021/22 cohort. Of the 20 students, 2 were high prior attainment and 7 were mid and 11 were low. The performance of these students was good with a P8 average of -0.15 (all students -0.1). This gap was 0.32 in 2019. The gap in 2021 was -0.05 (based on unvalidated data 2022 data)

Pupil premium students achieved a A8 score of 37.89. This compares to a non-pupil premium score of 39.02. A gap of 1.13. 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 was 45% for PP students and 40.74% for non PP. A **positive** gap of 4.26%

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, funding was used ensured that all year 11 PP students had access to additional support provided by external educational sources. There was a good take up of the offer and PP students spoke highly of the support given during this time.

Year on year comparisons around attendance are difficult to analyse due to the impact of the pandemic and the associated issues with absence. In 2021/22 the whole school attendance was 92%. PP attendance was 90.6%. (based on 5 half terms data). PP attendance was over 91% in years 7,8 and 11. Issues in years 9 and 10, which were small cohorts, impacted the figures in this measure.

Total PP suspensions in 2021/22 showed a slight improvement on the previous year at 45% compared to 47% in 2020/21. This figure was 76% in 2019/20.

Support was tailored to meet the needs of individual students which included mental health support, attendance interventions as well as academic support. 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.