



The Skipton Academy Raising the Achievement of Disadvantaged Learners Strategy 2024 - 2027

Belong Challenge Inspire

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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:

- **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

A details and specific allocation of funds can be found in the accompanying Pupil Premium Strategy Statement

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).



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.

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 cases, 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 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
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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>Use of Arbor 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>

	All assessment data to be analysed in terms of PP student progress and fed back to staff.	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.
C	<p>Literacy and oracy 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>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>

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. 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 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.

Proposed Spend

See annual PP statement for a detailed breakdown of spending / allocations and strategies.