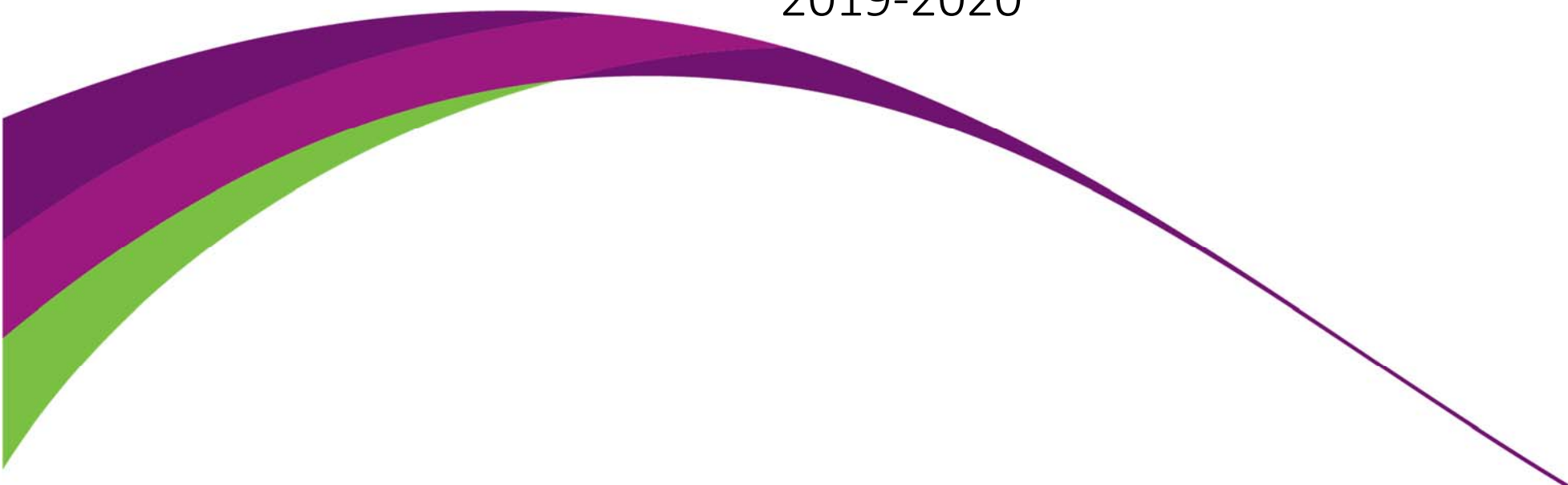




The **Sutton** Academy

The Sutton Academy
Pupil Premium Improvement Plan

2019-2020



The Sutton Academy Pupil Premium Action Plan 2019-2020	
Pupil Premium Lead Name:	K Harker
Pupil Premium Lead Governor Name:	Natalie Morley

Pupil Premium Profile 2019 – 2020	
Number of eligible pupils:	531 (47%)
Amount per pupil:	TBC
Total pupil premium budget:	TBC

Main Barriers at The Sutton Academy for Disadvantaged students	<ol style="list-style-type: none"> 1. Historical poor attendance 2. Limited access to language wide vocabulary 3. Low literacy levels on intake 4. Low numeracy levels on intake 5. Low aspirations 6. Narrow experience of life outside the academy
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Priority Area 1	Improve attainment and progress of disadvantaged students
Priority Area 2:	Improve cultural capital and Vocab for disadvantaged students
Priority Area 3:	Improve attendance for disadvantaged students
Other AIP objectives which support the Pupil Premium Improvement Plan	<p><u>Priority Area: Achievement</u> Objective 1 Improve attainment and progress in English and all Ebacc subjects</p> <p><u>Priority Area : Quality of Education</u> Objective 6 Curriculum development to ensure students have access to a broad and ambitious curriculum Objective 7 To develop teaching strategies to promote the acquisition and retention of knowledge Objective 8 To improve students' progress and attainment by developing positive attitudes to learning through adopting the growth mindset principles.</p>

The Sutton Academy Pupil Premium Improvement Plan

Specific detail of Actions Required (what, why and how)	Accountable person	Success measure (quantitative or qualitative)	Milestones Feb 2020	Update Nov 19 RAG	Progress update 1	Update Feb 20 RAG	Progress update 2	Update May 20 RAG	Progress update 3	Update Sep 20 RAG	End of year position and impact
Priority Area 1 : Improve attainment and progress of disadvantaged students											
1. Improved literacy skills for Y7 students who are identified as not secondary ready	LSN	PP Progress to improve to -0.30	Catch Up plan in place. T2 demonstrates literacy is improving		55 PP students taken part in literacy intervention including PowerUp and intervention in the SDC. Awaiting impact from T2.		Still awaiting data from KS3 exams and Tracking 2		Plan postponed due to pandemic		
2. Improved numeracy skills for Y7 students identified as not being secondary ready	LSN	PP Progress to improve to -0.30	Catch Up plan in place. T2 demonstrates numeracy is improving.		20 PP students currently receiving numeracy intervention. Awaiting impact from T2.		Introduction of TT Rockstars for students below in maths. KS3 exam data should demonstrate progress once T2 has been completed.				
3. Data driven seating plans and CSI embedded to prioritise disadvantaged students	KHR	PP Progress to improve to -0.30	Mint QA demonstrates PP students are being prioritised for intervention strategies.		Continuing to be monitored through coaching		Y11 T2 disadvantaged progress improved from -0.36 to -0.30.				
4. Performance Management targets for staff paid through PP funding to be linked to PP outcomes and impact of strategies	ASM	PP Progress to improve to -0.30	PM targets and reviews completed.		PM targets in place for staff paid through PP funding		PM targets in place for staff paid through PP funding				

5. Intervention groups and Boost and Secure to be targeted based on tracking and to prioritise PP students	KHR	PP Progress to improve to -0.30	Attendance at intervention/B &S for PP students is at least 95%		All intervention groups have minimum of 75% PP cohorts.		All intervention groups have minimum of 75% PP cohorts. Focus on B&S PP attendance for 4 th half term		Plan postponed due to pandemic
6. All underperforming PP students Y7-11 to have accessed and successfully completed the Pixl timestable App	KHR	PP Progress to improve to -0.30	50% of all underperforming PP students to have successfully completed the Pixl timestable App		KS3 timestable group and KS4 timestable group in place during R2L		KS3 now moved onto Rockstar timetable. KS4 R2L session continues 40% of Y9 underperforming PP have accessed 35% of Y10 underperforming PP have accessed 46% of Y11 underperforming PP have accessed.		
7. All Y10 and Y11 PP students to have prioritised Careers interviews	KHR	No PP NEETs	All careers interviews for PP to be completed		Prioritised list in place with Careers Connect. Interviews are currently taking place		Prioritised list in place with Careers Connect. Interviews are currently taking place Extra 20 PP students from each year group have a designated extra careers meeting scheduled during Partnership Evening		
8. KS3 termly HAP PP conferences to promote aspirations	LSN		1 st conference to have taken place				Y8 Science Medical conference to take place 4 th March		

9. KS4 termly HAP PP conferences to promote aspirations	KHR		1 st conference to have taken place		Y11 HAP PP internal conference taken place for Maths and Science Y10 HAP PP external conference taken place looking at careers and universities	Conferences taken place for: Maths Science Maths/English residential French Spanish Girl PP career aspirations LAC career aspirations NCS (2 nd highest sign up in St Helens/Wigan/Leigh) Due to take place in Spring Term: Maths Career in Politics School Dinners Construction		Plan postponed due to pandemic
10. Develop the curriculum provision at "The Base" to allow students to maximise the number of GCSEs they can achieve	KHR	All Y9 and Y10 students to have access to at least 8 GCSEs (or equivalent) All Y11 students to have access to at least 6 GCSEs (or equivalent)	Curriculum map to be in place for Y9/Y10/Y11 Y9 and Y10 students to be registered on the relevant vocational courses		Y11 students on track to be entered for 6 subjects (5 counting toward P8) Y10 students on start NCFE Health and Fitness alongside Maths/English/Science	Curriculum provision and staffing under review for both current Y10 and Y11.		
11. All bucket 1 and bucket 2 subjects to have a dedicated pupil premium plan as part of their Faculty Improvement Plan.	PWN	PP progress to improve to - 0.30	Subject PP plans in place as part of FIP		FIPs all produced and have dedicated PP targets	FIPs all produced and have dedicated PP targets. Reviewed February 2020		
12. Review setting in Maths, English and Science to ensure	KHR	No HAP PP students have	Reviewed after tracking		Ongoing after each tracking	Ongoing after each tracking		

HAPS and MAPS PP students are in the most appropriate sets based on progress and attainment.		restricted progress due to KS3 and KS4 setting in Maths/English/Science	1 for all year groups						
To review the impact of PP intervention strategies every half term with Achievement Leaders and Faculty Leaders to evaluate impact.	KHR LSN	PP Progress to improve to -0.30	Reviewed impact after each tracking		Meetings taken place after T1. Strategies in place to improve PP progress by T2		Meetings taken place after T1 and T2. Strategies in place to improve PP progress. Y11 T2 disadvantaged progress improved from -0.36 to -0.30. Y10 T2 disadvantaged progress improved from -0.49 to -0.39.		Plan postponed due to pandemic
Half termly student voice feedback on English and Ebacc subjects	KHR	Positive ATL in English and Ebacc subjects leading to tracking predicting PP progress -0.30	Student voice undertaken and used to inform improvements to B&S, R2L, exam preparation		Whole year group student voice undertaken on B&S Average ATL of a grade 2 across these subjects. R2L intervention student voice undertaken HAP student voice undertaken		English student voice taken place Actions put into place from student voice for B&S 100 day plans in place for most Ebacc subjects to improve exam preparation		

					English B&S HAP student voice to take place in December			
Review AEN provision termly for all PP students to ensure their needs are being met in all lessons (PP AEN 33.4%)	KHR TSS	PP progress score of PP AEN students to narrowing the gap on PP Non AEN students	Reviewed impact after each tracking		To take place Jan 20.		Y11 PP AEN improved T1 to T2 from -0.84 to -0.75 Y10 PP AEN improved T1 to T2 from -0.76 to -0.74	
Priority Area 2: Improve cultural capital and Vocab for disadvantaged students								
1. Provide teachers with CPD on how to exploit cultural capital links in every day lesson planning.	LGE	Teachers are making the most of opportunities in lessons to develop cultural capital – as evidenced through coaching.	CPD has taken place for all staff. Coaching records show that staff are beginning to use opportunities in lessons to develop cultural capital. Staff are receiving advice on how to do this effectively through coaching.		This is planned for 3 rd Feb. Will be led by CNS as part of her whole school T&L project for TT programme.		Feb 3 rd was used to launch the vocabulary book strategy with all staff. Specific CPD on Cultural Capital has now been postponed, although this will be coming through coaching for individual teachers. Exploring how ERIC can be used to develop literacy as well as cultural capital.	Plan postponed due to pandemic
2. Provide teachers with CPD on how to plan for the teaching of vocabulary in all lessons.	LGE	Teachers are taking the time in lessons to develop student' understanding of tier 2 vocabulary	CPD has taken place for all staff. Coaching records show that staff are		CPD taken place on November on the use of tier 2 vocabulary.		Further CPD provided Feb 3 rd 2020.	

		– as evidenced through coaching.	beginning to take the time in lessons to develop student’s understanding of tier 2 vocabulary. Staff are receiving advice on how to do this effectively through coaching.		Geography and English are now trialling the use of vocabulary books. R2L programme has a clear focus on vocabulary across all year groups. This is ongoing		This is further supported through coaching. Vocabulary books have been launched whole school on 24 th Feb 2020.	
3. Ensure all students understand command terms for exams.	KHR	WS evidences students using higher level vocabulary	All subjects have vocabulary lists in place and actively using with students		Initial work undertaken in whole staff CPD. Pixl resources shared on literacy for exams.		Y11 Partnership Evening resources distributed to students and parents Vocabulary books initiative launched February 2020	
4. Ensure all subjects have access to dictionaries and thesauruses in class	KHR	WS evidences students using higher level vocabulary	All subject area have access to dictionaries and thesauruses and actively using with students		£500 invested in dictionaries and thesauruses for English faculty. To be available on revision stalls for Y10 and Y11 students to buy		All English classrooms resourced with dictionaries. Promotion of dictionaries to take place in partnership evenings.	
5. Develop students’ Cultural Capital through the assembly and R2L programme.	KHR	R2L QA shows Cultural Capital is being effectively delivered in all year groups	Year programme produced. R2L QA and students voice conducted.		R2L Cultural Capital programme in place for Term 1 and being developed for Term 2		R2L programme in place for two terms. AL assembly rota to be resissued	

							with Cultural Capital themes			
6. Develop and embed a 5 year provision map for promoting students Cultural Capital.	KHR	Staff are making the most of opportunities outside of lessons to develop cultural capital	All year groups to have run at least one event/trip		Achievement Leaders to complete first stage of mapping document by end of Term 1		To be completed March 2020			
7. Coaching to have a focus on cultural capital being planned for in lessons, and pursuing opportunities where it naturally occurs in lessons	LGE	Teachers are making the most of opportunities in lessons to develop cultural capital – as evidenced through coaching.	CPD has taken place for all staff. Coaching records show that staff are beginning to take the time in lessons to develop cultural capital. Staff are receiving advice on how to do this effectively through coaching.		The T&L strand has been changed from British Values to Cultural capital. This will be a focus in coaching after the whole staff CPD on the 3 rd Feb led by CNS		Specific CPD on Cultural Capital has now been postponed, although this will be coming through coaching for individual teachers as appropriate – although this is minimal. Reading in the curriculum being explored as a potential strategy to develop clear cross cultural links.			
Ensure PP funding is used strategically to improve outcomes	KHR	PP Progress to improve to - 0.30	PP funding to be allocated and reviewed impact on T1 and T2		A range of funding applications have been received from Bucket 1 and Bucket 2 subjects to enhance PP performance		Y11 T2 disadvantaged progress improved from - 0.36 to -0.30. Y10 T2 disadvantaged progress improved from - 0.49 to -0.39			
Priority Area 3: Improve attendance for disadvantaged students										
1. Priority given to PP students in all attendance meetings.	WCE	PP attendance is above 94%	PP attendance is above 93.5%		PP / FSM students are bring discussed as a priority in all		PP attendance is at 91.8%			

