

The Sutton Academy Pupil Premium strategy statement

Objective: To close the gap between disadvantaged and national non-disadvantaged students					
1. Summary information					
School	The Sutton Academy				
Academic Year	2019 to 2020	Total PP budget	£467,500	Date of most recent PP Review	July 19
Total number of pupils	1187	Number of pupils eligible for PP	531 (47%)	Date for next internal review of this strategy	July 20

2. Current attainment			
	Pupils eligible for PP	Pupils not eligible for PP	All pupils
% achieving 9-4 English and Maths (2018-19)	40.5%	68.4%	57.6%
% achieving 9-5 English and Maths (2018-19)	19.0%	38.3%	30.9%
Progress 8 score average	-0.46	-0.06	-0.21
Attainment 8 score average	39.43	46.83	43.96
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>			
Students have a low level of literacy and vocabulary on entry compared to the rest of the cohort			
Students have a low level of numeracy on entry compared to the rest of the cohort			
There is an absence of a family culture of learning – a lack of role models for reading, studying etc.			

A small group of disadvantaged students are demonstrating disengagement or behavioural issues, which is having a detrimental effect on their progress	
Disadvantaged students are not making rapid progress in English, compared to Maths	
Disadvantaged students do not make enough progress in Humanities, Modern Foreign Languages and Science	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
Attendance rates for pupils eligible for PP are below the rest of the cohort. This reduces their school hours and causes them to fall behind on average.	
Persistent absence rates are higher for PP students than the rest of the cohort.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
More rapid progress in literacy for students eligible for PP funding.	Students eligible for pupil premium funding will make progress at a faster rate than other students. This will be evidenced through English tracking and intervention programmes across year groups.
More parental engagement at academy events such as parents evening and information evenings, for those who are disadvantaged.	Increased attendance % of pupil premium parents to key events. % to be in line with the rest of the cohort. Data to be recorded and evaluated after each event.
Less disadvantaged students represented in isolation and exclusion statistics	A reduction in % to move towards national average for non-disadvantaged exclusions. (% of students receiving 1 or more FTE national non-disadvantaged is 3.9%)
Improve attainment and progress of disadvantaged students in English	Disadvantaged progress in English to narrow the gap on national non-disadvantaged. Disadvantaged students to be performing in line with the rest of the cohort.
Improve attainment and progress of disadvantaged students in Humanities	Subjects to be broadly in line with the national comparator.
Improve attainment and progress of disadvantaged students in Science	Subjects to be broadly in line with the national comparator
Improve attainment and progress of disadvantaged students in Modern Foreign Languages	Subjects to be broadly in line with the national comparator
Improve the attendance figure for disadvantaged	By July 2021 the % of sessions missed to be broadly in line with the national average

Improve the number of disadvantaged students progressing into TSA 6 th form	% of disadvantaged students in Y12 to be broadly in line with year group %
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5. Planned expenditure					
Academic year		2019/20			
Objectives: 1. To provide academic support for disadvantaged students to allow them to perform in line with other students 2. To provide pastoral and family support to disadvantaged students to ensure this is not a barrier to achievement 3. To provide emotional and wellbeing support to disadvantaged students to ensure this is not a barrier to achievement					
1. To provide academic support for disadvantaged students to allow them to perform in line with other students					
Action	Rationale	Success criteria	Progress Update 1 November 2019	Progress Update 2 February 2020	Progress Update 3
Overstaff in Maths/English/Science to reduce class sizes Cost: £100,000	EEF strategies: Reducing Class Size +3 months	The gap between disadvantaged students and national other reduces in Maths/English/Science. Disadvantaged students to be performing in line with the rest of the cohort.	Staffing in place for 2019/20	Y11 T2 Maths PP progress -0.41 English PP progress -0.56	Y11 Final exams results Overall PP progress -0.09 Maths PP progress -0.09 English PP progress -0.35
HILTA staffing in Maths and English to provide personalised support Cost: £20,000	EEF strategies: Teaching assistants + 1 month Individualised instruction + 3 months One to one tuition + 5months Reducing class size + 3 months	The gap between disadvantaged students and national other reduces in Maths/English/Science. Disadvantaged students to be performing in line with the rest of the cohort.	HLTA staffing used both in lessons and for intervention for targeted students	Y11 T2 Maths PP progress -0.41 English PP progress -0.56	

SDC Staffing for academic and pastoral interventions Cost: £40,000	EEF Strategies: One to one tuition + 5 months Small group tuition + 4 months Behaviour interventions +3 months Oral language interventions +5 months Social and emotional learning + 5 months	Disadvantaged students are able to access the curriculum more successfully resulting in: <ul style="list-style-type: none"> Improved attendance Reduction in in-class behaviour points Gap narrowing with national other 	Academic and pastoral intervention in place and approved through weekly panel 40+ students have accessed timetabled support	Academic and pastoral intervention in place and approved through weekly panel 65+ students have accessed timetabled support	Staff continued to support during lockdown with weekly phonecalls, virtual mentoring sessions and on site support for students in the academy
Alternative Education provision for a small number of students in KS3 and KS4 Cost: £75,000	EEF strategies: Behaviour interventions + 3 months Learning styles + 2 months Metacognition and self regulation + 7 months	Select cohort of disadvantaged students are able to access the curriculum more successfully resulting in: <ul style="list-style-type: none"> Improved attendance Reduction in serious behaviour issues Improvement in achievement 	14 students in full time Alt Ed provision (100%PP)	14 students in full time Alt Ed provision (100%PP)	
Power up literacy programme for Y7 and Y8 £10,000	EEF strategies: Small group tuition + 4 months Reading comprehension strategies + 6 months	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	Strategy suspended during lockdown

<p>Numeracy intervention programmes for Y7 and Y8</p> <p>£5,000</p>		<p>PP Progress to improve to - 0.30</p>	<p>Catch Up plan in place. T2 demonstrates numeracy is improving.</p> <p>20 PP students currently receiving numeracy intervention. Awaiting impact from T2.</p>	<p>Introduction of TT Rockstars for students below in maths. KS3 exam data should demonstrate progress once T2 has been completed.</p>	<p>Strategy suspended during lockdown</p>
<p>The Base provision and staffing for KS4 students</p> <p>Cost: £40,000</p>	<p>EEF strategies: Behaviour interventions + 3 months Learning styles + 2 months Metacognition and self regulation + 7 months One to one tuition + 5 months Small group tuition + 4 months</p>	<p>Select cohort of disadvantaged students are able to access the curriculum more successfully resulting in:</p> <ul style="list-style-type: none"> • Improved attendance • Reduction in serious behaviour issues • Improvement in achievement 	<p>Base curriculum in place for Y10 including providing all students with at least 5 qualifications including:</p> <ul style="list-style-type: none"> (i) Maths (ii) English (iii) English Lit (iv) Biology (v) Bucket 3 subject 	<p>Base curriculum in place for Y10 including providing all students with at least 5 qualifications including:</p> <ul style="list-style-type: none"> (vi) Maths (vii) English (viii) English Lit (ix) Biology <p>Bucket 3 subject</p>	<p>Staff continued to support during lockdown with weekly phonecalls, virtual mentoring sessions and on site support for students in the academy</p>
<p>Ensure all subjects have access to dictionaries and thesauruses in class</p> <p>£1500</p>			<p>£500 invested in dictionaries and thesauruses for English faculty. To be available on revision stalls for Y10 and Y11 students to buy</p>	<p>All English classrooms resourced with dictionaries.</p> <p>Promotion of dictionaries to take place in partnership evenings.</p>	<p>Strategy suspended during lockdown</p>

<p>A well targeted intervention programme through:</p> <ul style="list-style-type: none"> (a) R2L (b) Boost and Secure (c) During the academy day <p>Staffing cost: £40,000</p>	<p>EEF strategies:</p> <p>Extending school time + 2 months</p> <p>Feedback + 8 months</p> <p>One to one tuition + 5 months</p> <p>Small group tuition + 4 months</p>	<p>Progress gap between disadvantaged students and national other narrowing</p> <p>Student voice indicates that students feel more confident in their lessons and are more confident in successfully accessing the curriculum</p>	<p>Attendance at intervention/B&S for PP students is at least 95%</p> <p>All intervention groups have minimum of 75% PP cohorts</p>	<p>All intervention groups have minimum of 75% PP cohorts.</p> <p>Focus on B&S PP attendance for 4th half term</p>	<p>Strategy suspended during lockdown</p>
Total budgeted cost					£331,500
<p>2. To provide pastoral and family support for disadvantaged students to ensure that economic background is not a barrier to achievement</p>					
Action	Rationale	Success Criteria	Progress Check 1	Progress Check 2	Progress Check 3
<p>Attendance staffing to have a key focus on disadvantaged students</p> <p>£30,000</p>	<p>Nationally disadvantaged students attendance is lower than their peers.</p>	<p>Disadvantaged attendance narrows the gap on national other</p>	<p>PP attendance to date 91%</p>	<p>PP attendance to date 90.5%</p>	<p>Staff continued to support during lockdown with weekly phonecalls, virtual mentoring sessions and on</p>

Pastoral staffing including HOYs and Safeguarding Team to have a key focus on disadvantaged students £70,000	EEF strategies: Behaviour interventions + 3 months Parental engagement + 3 months Social and emotional learning + 4months	Disadvantaged attendance narrows the gap on national other Reduction in behaviour points for disadvantaged students and is in line with their peers	Ongoing	Ongoing	site support for students in the academy
"Bidding pot" created for academy staff to make funding requests from eg revision resources, access to apps, equipment, visits, cultural capital opportunities Cost £22,000	Money is set aside in the budget so that teaching staff, LSAs, HOYs etc can bid for funding to help support the education of PP students at the academy		Ongoing.. £7500 allocated to date for departments and year teams	Ongoing Recent funding has supported: On line learning packages Rewards and motivation	Funding used during lockdown to motivate and reward students for continuing to access their online learning
Total budgeted cost					£122,00
3. To provide emotional and wellbeing support to disadvantaged students to ensure this is not a barrier to achievement					
Action	Rationale	Success Criteria	Progress Check 1	Progress Check 2	Progress Check 3
Disadvantaged students to have priority access to Connexions service Cost: £12,000	EEF strategy: Aspiration interventions Feedback + 8 months One to one tuition + 5 months	Zero NEET disadvantaged students	Priority list given to Connexions at the start of September. There has been a number of changes to the order due to absences	Priority list ongoing with Connexions. Over 70% of PP students have had at least one individual meeting with Connexions	Connexions continued via telephone during lockdown. 100% of PP students received at least one individual careers meeting

Available uniform hardship fund Cost: £2000	Ensuring lack of uniform is not a barrier to attendance	Reduction in absence days due to lack of uniform	Hardship fund created and details shared with year teams.	Over £1100 hardship funding accessed to date for clothing, utility bills, transport, food	Strategy suspended during lockdown
Total budgeted cost					£14,000