SARUM
ACADEMY

"WORKING HARD, ACHIEVING MORE"

Disadvantaged Learners:
Pupil Premium Strategy
September 2018-19

Introduction

What is the pupil premium?

The pupil premium is an additional source of funding for disadvantaged learners. The specific amount of funding received by each school is aligned to the amount of disadvantaged learners within its care.

The purpose of the additional funding is to ensure that all pupils are able to realise their potential irrespective of background: each year, an additional £2.5 billon is spent in schools because of this grant.

> *The schools that are most successful at raising the attainment of their disadvantaged pupils differ in many ways but share certain important characteristics – their approaches to using pupil premium are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all.*
>
> *Sam Gyima - Minister for Childcare and Education*

This document shares Sarum Academy's approach to using the pupil premium so that other schools can learn from us, just as we have learnt from them.

How is disadvantage defined?

Pupils are classified as disadvantaged and are therefore eligible for additional funding if they have been entitled to Free School Meals (FSM) **at any point during the last six years**. In addition, a pupil who has been in local authority care for at least one day is also eligible for the pupil premium (higher amount of funding is attached to a pupil in this category).

There is also a serviced premium for all pupils from services backgrounds; this is a recognition that family situations can mean that from time to time a focus on learning can be hard for these pupils and therefore may require additional pastoral support.

How should the money be spent?

Each school is given autonomy to decide how to spend the additional funding; however, the school is required to share its strategies and will be held to account for the outcomes of the disadvantaged pupils within its care.

How many disadvantaged learners are within the Academy's care this year?

This year, ==155 pupils== are eligible for the pupil premium, the same amount as last year. However, pupil numbers in KS3 and KS4 have grown, so proportionately the percentage of pupils receiving the premium has decreased slightly (now ==44%==). A greater proportion of these disadvantaged learners remain within KS3 (94 pupils), which in this context includes year 9. The total amount of funding is ==£145,000.==
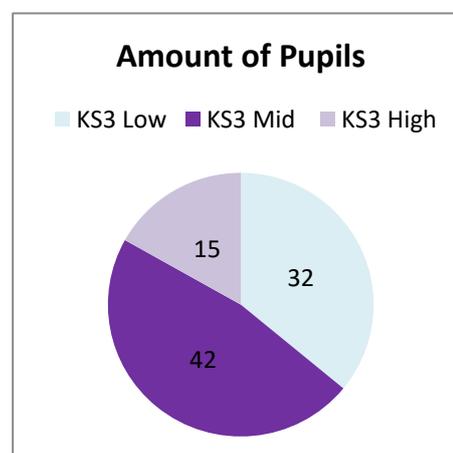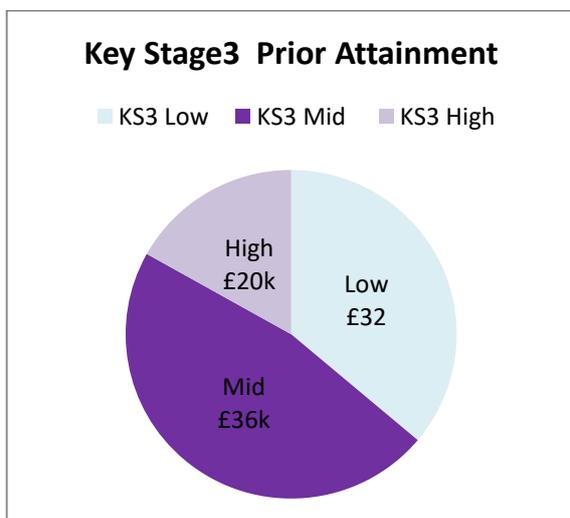
PP by Key Stage

KS3   KS4

KS4
£57k
39%

KS3
£88k
61%

Amount of Pupils

KS3   KS4

61

94
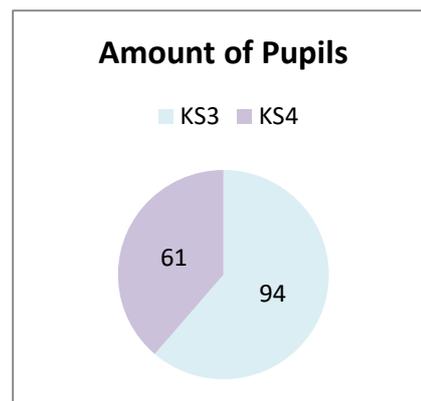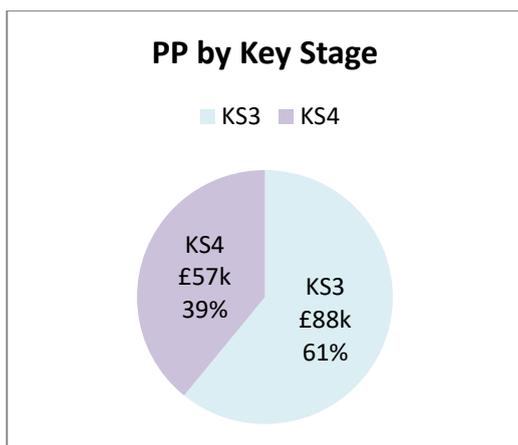
What is the prior attainment of disadvantaged learners in KS3?

==Almost 1 in 5== disadvantaged learners within KS3 (15 pupils) ==have high prior attainment==. The academy is committed to ensuring these pupils continue to experience educational achievement and thereby defy the national trend:

> "Many disadvantaged pupils who are high performing at key stage 2 fall badly behind their peers by key stage 4."
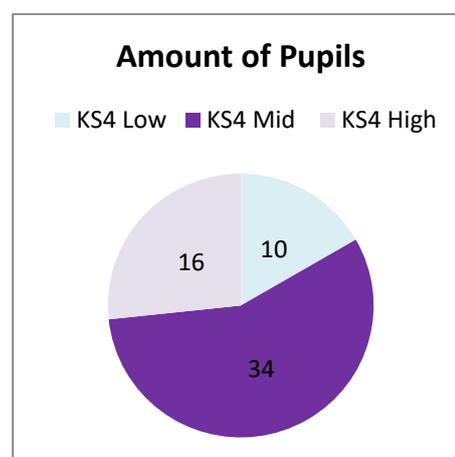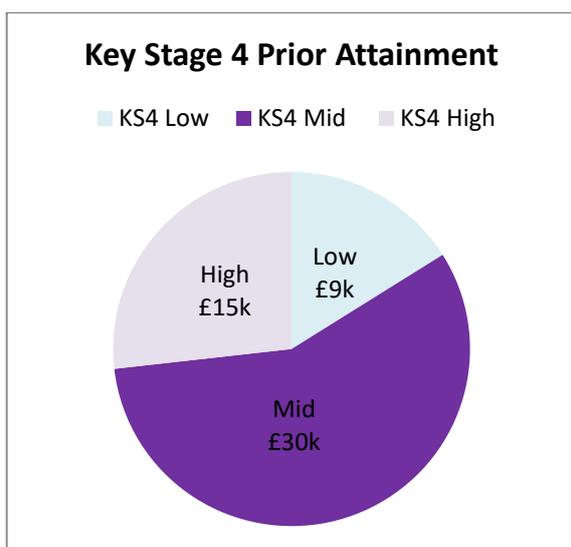
The Sutton Trust

Key Stage3 Prior Attainment

KS3 Low   KS3 Mid   KS3 High

High
£20k

Low
£32

Mid
£36k

Amount of Pupils

KS3 Low   KS3 Mid   KS3 High

15

42

32

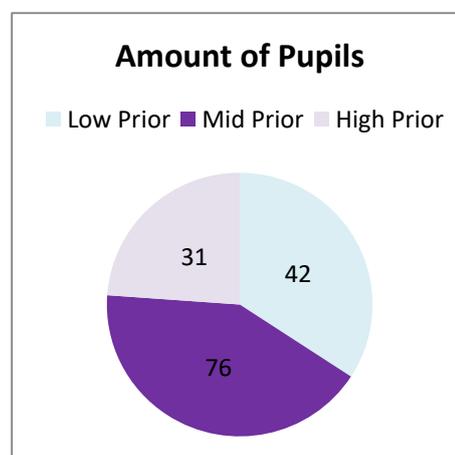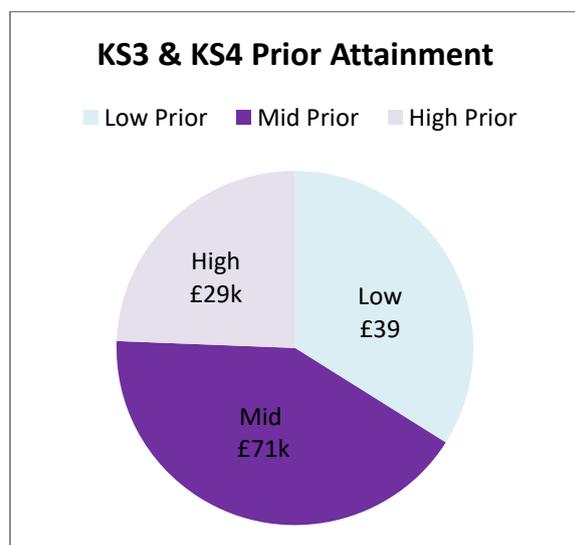## What is the prior attainment of disadvantaged learners in KS4?

Over 1 in 4 of the disadvantaged learners within KS4 (16 pupils) have high prior attainment (high grades from primary school). The academy is equally committed to ensuring these pupils continue to experience educational achievement.

In addition, over 3 in 4 disadvantaged pupils (50 pupils) have at least mid-prior attainment (average grades from primary school). Therefore the academy is committed to ensuring that the majority of our disadvantaged learners in KS4 achieve educational outcomes that meet governmental floor standards (Basics 9-4).

Key Stage 4 Prior Attainment

KS4 Low   KS4 Mid   KS4 High

High £15k
Low £9k
Mid £30k

Amount of Pupils

KS4 Low   KS4 Mid   KS4 High

16   10
34

What is the prior attainment of disadvantaged learners as a whole?

The academy cares for over 107 disadvantaged learners with at least mid-prior attainment, representing over £100,000. Low-prior attainment reflects nearly £40,000 of funding.

KS3 & KS4 Prior Attainment

Low Prior   Mid Prior   High Prior

High £29k
Low £39
Mid £71k

Amount of Pupils

Low Prior   Mid Prior   High Prior

31   42
76

What are the main barriers to educational achievement for disadvantaged pupils and how will the Academy overcome the barriers?

Firstly, it is important to acknowledge that what works to raise the aspirations and achievement of disadvantaged pupils, will raise the aspiration and achievement of all pupils. Therefore, even though the explicit focus is on disadvantaged learners, the strategies are equally valid for all pupils.

- **Potential for low expectations & stereotyping:** evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them (Education Endowment Foundation).

  The academy is therefore **committed to maintaining an inclusive ethos** in which a 'can-do' culture prevails. Senior leaders ensure that all staff challenge and support disadvantaged learners **by communicating and applying even greater expectations and rigour**, not less, than their non-disadvantaged peers. Stereotypes of low aspiration are not tolerated or unintentionally reinforced within the academy; staff focuses on up-skilling pupils and under no circumstance do they allow perceptions of low-aspiration to interfere with their high expectations of what disadvantaged pupils can achieve.

- **Historic attendance issues:** social and emotional support for poor attenders.

- **Potential lack of opportunity to engage in meta-cognition and self-regulation:** evidence suggests that pupils who learn how to learn (to think about their own learning more explicitly) make an average of eight months' additional progress (Education Endowment Foundation). This implies that much underachievement results less from reduced access to additional provisions (extra classes, tutors - including parents), and instead suggests that the culture of responsibility is far more important to the learning process.

  The academy is therefore **committed to furthering a culture of responsibility**, in which pupils feel empowered to think for themselves, make mistakes, and ultimately grow. Senior leaders ensure the staff is able to teach disadvantaged pupils **how to** set goals, **monitor and evaluate their own academic development**.

How will the academy spend the pupil premium to overcome the barriers?

- **Leadership and Management: 20% of funding**
  Creating a whole school ethos of attainment for all
  The academy is committed to exceptional leadership for without passionate individuals to **drive the culture of responsibility** and **safeguard the ethos of inclusion**, spending in all other areas will inevitably be less effective. Therefore, the first portion of the funding is allocated to attracting and retaining a high quality leader, who is able, dedicated and **accountable for securing good outcomes** for disadvantaged learners.

- **Behaviour and Attendance: 20% of funding**
  Providing quality social and emotional support for families with poor attendance
  A full time Attendance Officer and Head of Pupil Welfare (with **accountability for improving disadvantaged pupils attendance** as a priority) will act swiftly to support families where there is a record of poor attendance; this will include home visits, liaison with external agencies, and deployment of support staff. In addition, **Heads of School** and Year 7 will **champion disadvantaged pupils** as a key part of their roles – they will be accountable for understanding the make-up of their cohorts, challenging misconceptions about their pupils' aspiration and ability, reinforcing expectations, and enabling greater pupil self-regulation through the effective **oversight of their pupils' progress data**.

- **Teaching and Learning: 50% of funding**
  Ensuring high quality teaching for all,
  Funding will contribute to the attracting and retention of exceptionally talented Curriculum Team Leaders, especially for core departments of English, Maths and Science. These **middle leaders will be accountable for driving the exceptionally high calibre of provision required for disadvantaged pupils to excel within lessons**. In addition, they will ensure their own and their team's appraisal targets depend on the academic success of disadvantaged learners in their classes.

- **Wider Provision: 10%**
  Meeting individual needs
  A small part of the funding will be set aside for ensuring on-going needs of specific disadvantaged pupils can be met; this will include such things as ingredients for catering classes, educational school visits, hardships funds for uniform and equipment, and a contribution toward the Academy's enrichment days.

What are the desired actions (breakdown) for this spending?

Leadership and Management: £29,178		
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Produce forensic reports, identifying current outcomes for all disadvantaged pupils at key points of the year.	Make all aspects of performance transparent (every class, every subject) and make the reports easy for Teachers, Middle Leaders, SLT and stakeholders to understand.	By monitoring performance in all areas, we will have data to ensure all leadership decisions are evidence based, improving the effectiveness of our teaching, learning and pastoral systems.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
AHT: Data & Disadvantaged Pupils	Publication of the documents. Pupil Premium Consultant Review. Feedback from SLT and Stakeholders. Increased effectiveness of all systems.	£10,000 (0.2 FTE, AHT Time)

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Quality assure the attainment and progress data of disadvantaged learners	Regular learning walks to observe learning happening, and regular work scrutiny to assess the evidence for data entry.	Evidence-based approaches lead to greater effectiveness: teachers' assessments of pupils' current performance needs scrutiny and evidencing, just as any other decision-making does.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Leadership Team	Pupil Premium Consultant Review. Work Scrutiny documentation. Documentation from the school's monitoring and evaluation cycle .	£10,000 (0.2 FTE, SLT Time)

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Coordinate behaviour interventions for disadvantaged learners	Regular analysis of behaviour incidents and support provided – make this visible within a report, and share with SLT and stakeholders.	EEF Findings: Behaviour interventions result in pupils making +4 months progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
AHT: SENCo	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£9,178 (0.2 FTE, AHT Time)

Behaviour and Attendance: £29,178		
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Produce forensic reports, identifying current attendance for all disadvantaged pupils – weekly.	Make all actions with regard to attendance intervention transparent (every conversation, every appointment) and make reports easy for Teachers, Middle Leaders, SLT and stakeholders to understand.	By monitoring all actions, we will have data to enhance our understanding of what works & ensure our future approaches are evidence-based
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Head of Pupil Wellbeing	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£10,000 (0.2 FTE, ELT Time; 0.2 FTE Attendance Officer)

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Coordinate safeguarding provision for vulnerable disadvantaged learners	Make all actions with regard to safeguarding provision transparent (every conversation, every appointment) and make reports easy for teachers, Middle Leaders, SLT and stakeholders to understand.	EEF Findings: social and emotional learning result in +4 months of progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Safeguarding Officer	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£12,500 (0.4 FTE, Safeguarding Officer Time)

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Coordinate self-regulation intervention for disadvantaged learners	Make all provision transparent, and document within an easy to read report for SLT and stakeholders.	EEF Findings: meta-cognition and self-regulation result in +8 months of progress.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Head of Year/School	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£6,678 (0.2 FTE, ELT Time)

Teaching and Learning: £72,920		
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Produce exceptional resources for less experienced teachers to use, which will ensure good outcomes for disadvantaged learners	Develop a mastery theme among the resources so that learning is visibly chunked, and the purpose of activities is easily detectable to both pupils and less experienced teaching staff. Produce clear lesson maps.	EEF Findings: mastery learning adds +5 months of progress.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leaders – En/Ma/Sc	Regular learning walks to observe provisions in action, and regular work scrutiny to assess the evidence of provision-use.	£10,000 (0.2 FTE, ELT lead) £10,000 (0.2 FTE, ELT lead) £10,000 (0.2 FTE, ELT lead)

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Additional learning time for developing literacy knowledge for disadvantaged learners in year 7 and 8	60% of year 8 disadvantaged learners have low-prior attainment. A license will be purchased for them to access Lexia, and time allocated on the central timetable.	EEF Findings: literacy interventions result in +3 to +5 months of progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leader - English	Regular learning walks to observe provisions in action, and regular work scrutiny to assess the evidence of provision-use. Monitor outcomes.	£10,000, including software (n/a)

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners with a reading age below 9.6 years to have catch-up literacy	Make all provision transparent, and document within an easy to read report for SLT and stakeholders.	EEF Findings: literacy interventions result in +3 to +5 months of progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Head of Year/School	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£10,000 (n/a)

Teaching and Learning Continued: £72,920		
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners in year 11 to receive targeted academic support	Curriculum Team Leaders to prepare & deliver 3 week programme for small group of pupils. Each session will last 25 minutes, and 4 sessions will happen each week, meaning the pupil receives 5 hours of additional small group, focused learning. (happen during prep)	EEF Findings: small group tuition results in +4 months of progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leaders – En/Ma/Sc	Regular learning walks to observe provisions in action. Monitoring of outcomes. Feedback from pupils.	£3,000

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Access for disadvantaged pupils to online resources for study and revision, including an ICT package for homework	Purchase of following systems: - Mymaths - Mathswatch - Pixl Maths - Tassomai - Showmyhomework + Homework club	Pupil impact survey last year concluded that pupils found the provisions highly impactful with regard to their success.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leaders	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£6000

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Spelling competitions and the creation of quality spelling provisions	Make all provision transparent, and document within an easy to read report for SLT and stakeholders to evaluate impact on standards of literacy/spelling.	Recommendation by senior consultant as method to improve standards of literacy.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Literacy Champion	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£2600 (TLR)

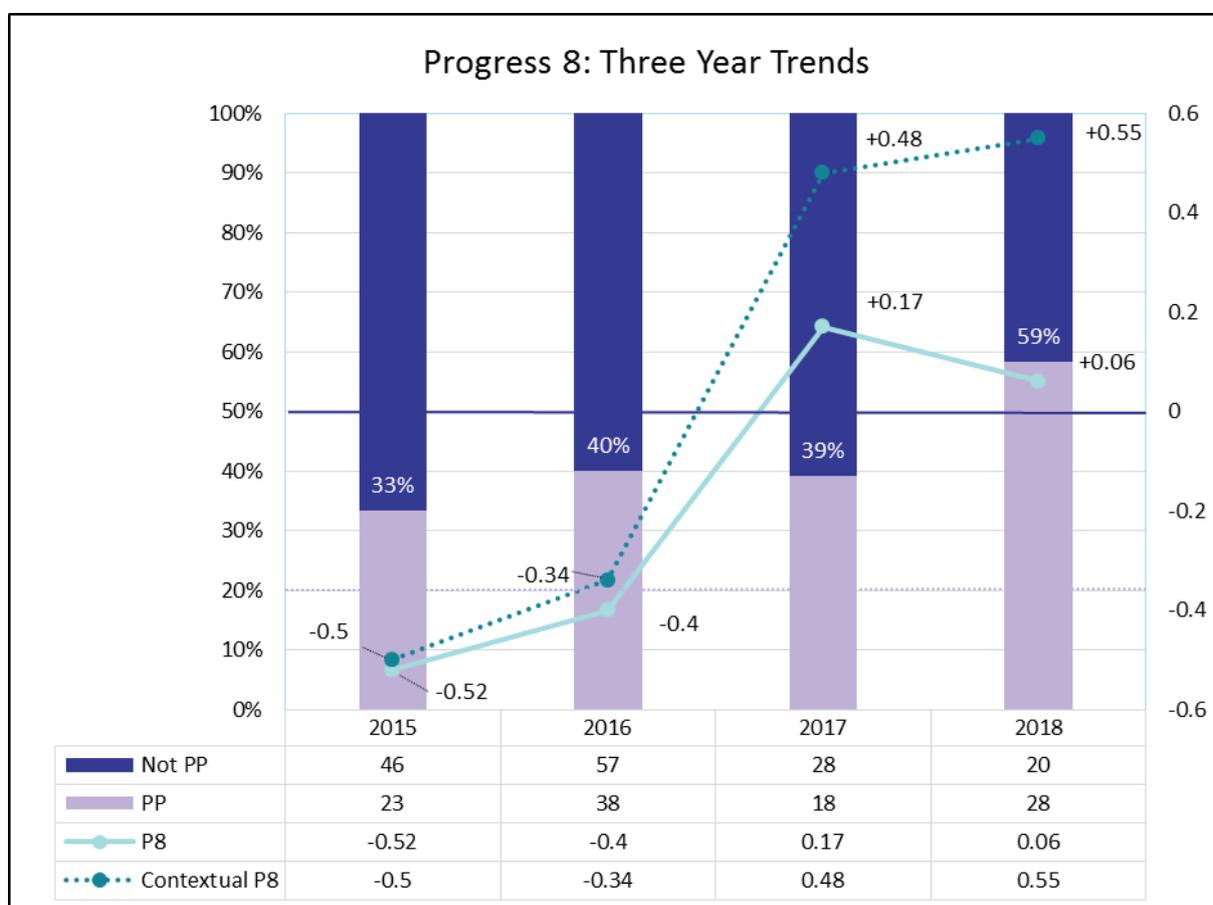| Teaching and Learning Continued: £72,920		
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners paired with sixth form reading buddy.	Make all provision transparent, and document within an easy to read report for SLT and stakeholders to evaluate impact on standards of reading.	EEF Findings: peer tutoring results in +5 months of progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Head of Years/Sixth Form	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£1,320
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Produce exceptional resources for less experienced teachers to use, which will ensure good outcomes for disadvantaged learners	Develop a mastery theme among the resources so that learning is visibly chunked, and the purpose of activities is easily detectable to both pupils and less experienced teaching staff. Produce clear lesson maps.	EEF Findings: mastery learning adds +5 months of progress.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Leads – RE, History, Geo	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£10,000

Wider Provision: £10,000		
Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners will receive free enrichment offers.	After school clubs. Additional educational trips.	EEF Findings: arts and sports participation result in +2 months to progress.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leader - Art	Reports to be published and scrutinised at SLT/Stakeholder meetings.	£2000

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners will receive ingredients for lessons in food technology	Make all provision transparent, and document within an easy to read report for curriculum team lead of performing arts & technology.	To reinforce the ethos of inclusion.
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leader - Art	Regular learning walks to observe provisions in action, and regular work scrutiny to assess the evidence of provision-use. Monitor outcomes.	£250

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners will receive access to 5 extended learning days	Pupils will participate in activities that might otherwise not be included in outside of school.	EEF Findings: wider participation results in +2 months progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Curriculum Team Leader - Art	Feedback survey from pupils	£1750

Desired Actions	**Chosen Approach**	**What is the evidence or rationale for this approach?**
Disadvantaged learners will receive quality careers advice and guidance	This will now start lower in the school	EEF Findings: meta-cognition results in +8 months of progress
Staff Lead	**How will you ensure it is implemented well?**	**Cost**
Head of Year/School	Feedback survey from pupils	£6000

How effectively has the pupil premium been spent at the Academy?

The graph shows the progress disadvantaged pupils made across 8 subjects (including English and Maths), in 2018, 2017, 2016 and 2015 GCSE Examinations; there is also a progress expectation for the cohort taking exams next summer.

The successive positive progress scores for the school indicate that disadvantaged pupils are performing well, especially in comparison to disadvantaged pupils nationally. The national standard for disadvantaged pupils is -0.36, meaning that disadvantaged pupils at the academy perform better by nearly 1/2 a grade across each of their eight subjects.

Therefore, **overall progress for disadvantaged learners at the academy is good.**

Progress 8: Three Year Trends

	2015	2016	2017	2018
Not PP	46	57	28	20
PP	23	38	18	28
P8	-0.52	-0.4	0.17	0.06
Contextual P8	-0.5	-0.34	0.48	0.55

When will the next pupil premium review take place at the academy?

The next review will be help on Tuesday 15th November, 2018. The report will be shared shortly afterward.