

Pupil premium strategy statement (secondary)

1. Summary information					
School	SUTTON COMMUNITY ACADEMY				
Academic Year	2018/19	Total PP budget	£257125	Date of most recent PP Review	
Total number of pupils	642	Number of pupils eligible for PP	288	Date for next internal review of this strategy	Jan 19

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average 2017)
Progress 8	-0.34	-0.12	0.11 (PP -0.4)
Attainment 8	36.8	41.5	50% (PP 37%)
E-Bacc	12%	17%	26% (PP 10%)
Basics - Grade 4 + (English and Maths)	39%	37%	71% (PP 44%)
Basics - Grade 5+ (English and Maths)	23%	21%	50% (PP 25%)
Basics Grade 4+ (High ability students)	91%	92%	89%
Basics Grade 4+ (Middle ability students)	38%	32%	60%
Basics Grade 4+ (Low ability students)	0%	0%	11%
Basics Grade 5+ (High ability students)	82%	83%	75%
Basics Grade 5+ (Middle ability students)	13%	4%	24%
Basics Grade 5+ (Low ability students)	0%	0%	0%
Attendance	93.2%	95.9%	95.6%

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>		
A.	Poor attendance	
B.	Low aspirations	
C.	Narrow experience of life outside school	
D.	High number of students who come to us from primary school not secondary ready (Low APS on entry)	
E.	Lack of positive role models	
F.	Low literacy and numeracy levels	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	High unemployment	
B.	Poor parenting/complex home life	
C.	Little access to books/ICT at home	
D.	High social deprivation index	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Whole school ethos of high expectations for all. Including improving of consistency	Views of stakeholders are positive about the changes
B.	High quality of teaching for all	Gap in progress scores in 2018/19 will have narrowed
C.	Improve attendance for all especially those who are disadvantaged. Narrow the gap between PP and non PP	Gap between PP and non PP in 2018/19 to have narrowed
D.	Raise aspirations for all especially those who are disadvantaged	Grofar evidence shows greater engagement from PP students in careers events
E.	Improve rates of progress for those who are disadvantaged especially in Maths and English	Gap in progress scores in 2018/19 will have narrowed
F.	Improve Literacy and Numeracy of all students but especially those who are disadvantaged	Reading levels improve; Rates of progress in Maths and English improve.
G.	Behaviour of disadvantaged students will improve	Less incidents of Isolation and FTE in 2018/19 than in previous years

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school ethos of high expectations for all. Including improving of consistency	The new principal has raised expectations with regards to uniform and behaviour. It is one of his key priorities in 2018/19 Consistency in these areas is key and has been discussed with staff, students and parents	Many students especially those from disadvantaged backgrounds need high expectations and consistency to aspire to in order to counter-act social factors	Day to day monitoring of the policies.	DMY SLT	Jan 2019 Sep 2019 Reviewed by views of stakeholders
High quality of teaching for all		The Sutton Trust suggest that intervention begins with first quality teaching. Actions below are our plans to improve this in all classrooms across the academy			
	Leading for learning collaboration groups	Collaboration between all staff on the key priorities of memory and retention, independent learning, Literacy, Numeracy & Character Education are key to moving teaching and learning forward	SLT link to each group who will QA what work is undertaken by the group	PBe SLe/ALn/CLe CBy/ALk	Following rounds of lesson observations

Literacy and numeracy coordinators appointed to improve rates of progress in these areas	The low levels of numeracy and literacy when students join the academy are hampering the rates of progress so we have appointed Literacy and Numeracy leads to drive up improvement	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	PBe CBy/Alk	Termly – reviewed by SLT
Teaching and learning CPD programs developed	Due to financial constraints we have decided to create our own teacher improvement programs which will be delivered by our own staff rather than paying for external courses	Quality of teaching and learning for staff on the program will improve	PBE AGy	Following rounds of lesson observations
Lead practitioners leading on independent study, memory, retention and character Education	3 Key priorities this year. 2 are areas that we are weak on and with the new linear GCSE's improving these area is key to students succeeding. We plan to build on research such as the Dunlosky review	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	PBe ALn/SLe/CLe	Termly – reviewed by SLT
Classroom basic practice improved through – Challenge for all, Consistency in questioning, Effective Feedback	Lesson observations have shown these are areas to be developed. EEF research shows that effective feedback including whole class feedback can have significant impact	Sharing good practice at leading for learning groups, through QA	PBe	Following rounds of lesson observations and book looks
Attendance at Pixl and ideas disseminated	Pixl have a wealth of knowledge, much of which has proven success.	Evidence of Pixl strategies being used in lessons	NEe HOD's	August 2019 Outcomes
Attendance at RTSA PP Network meeting – ideas shared	Collaboration between different schools	NEe to deliver a T &L briefing slot following each meeting	NEe	August 2019 Outcomes

Improve rates of progress for those who are disadvantaged especially in Maths and English	Change of curriculum for Year 7. Year 7 catch up and nurture groups created who have additional Maths and English lessons. Use of Pixl microwave to be used for these groups	Investigated a number of curriculum models from schools where progress is better than ours and implemented what I thought to be the best parts from each school.	Observations of Year 7 classes	NEe APn/LSy Catch up/Nurture teachers	Jan 2019 Staff voice July 2019 Progress of Year 7
	Options process changed and option English and Maths now in the curriculum aimed at students with potential of being 5+ in Maths& English	Investigated a number of curriculum models from schools where progress is better than ours and implemented what I thought to be the best parts from each school.	Monitor progress of students in Option English and Maths classes	NEe APn/LSy Options Maths and English teachers	Jan 2019 Progress of Year 10 July 2019 Progress of Year 10
	Target setting reviewed. Teachers given more training on targets and predictions to allow them to use data more effectively at classroom level	Student and staff voice had highlighted issues with a lack of understanding around targets	Monitor using staff and student voice	NEe CCK	Jan 2019 Staff and Student voice
	Head of English working with The Dukeries to improve teaching for all but especially for disadvantaged students	The Dukeries have much improved GCSE English results	Lesson drop ins Close monitoring of predicted results	DMy APn	August 2019 Results
Improve Literacy and Numeracy of all students but especially those who are disadvantaged	New literacy and numeracy coordinators appointed to improve rates of progress in these areas	The low levels of numeracy and literacy when students join the academy are hampering the rates of progress so we have appointed Literacy and Numeracy leads to drive up improvement	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	PBe CBy/ALK	Termly – reviewed by SLT

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise aspirations for all especially those who are disadvantaged	Careers programme developed further and introduced for years 7 -13	In order to raise aspirations we are beginning careers programs earlier and improving the number of opportunities for our students	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	JGs MDd/JDy	Termly – reviewed by SLT
	Grofar package used to track careers aspirations and activities				
	Collaboration with DANCOP to obtain additional funding for activities and trips that raise aspirations				
	Work Experience – Ensuring disadvantaged students attend appropriate placements and any necessary equipment or uniform is provided				
	Pixl Edge used to improve character education of our students	Proven in Pixl schools to motivate students to be better citizens	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	JGs CLE	Termly – reviewed by SLT
School trip subsidy used to ensure all school trips are accessible to all	We know some of our students have little opportunity to experience anything outside their local community so attending school trips broadens their horizons	Use of the fund and how many students have accessed it monitored by NEe termly and at the end of the year	NEe	July 2019	

Improve Literacy and Numeracy of all students but especially those who are disadvantaged	Small learning support groups formed in all years to support the literacy of our lowest ability students. Taught by specialist TA's	The low levels of numeracy and literacy when students join the academy are hampering the life chances of some students so intensive work is done with our least able	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	DJs JWd/ZCe/CBI/SWI	Termly -reviewed by SLT Reading ages
	Accelerated reader used as targeted support for Year 7/8 students who are below age related reading age	The low levels of literacy when students join the academy are hampering the life chances of some students so accelerated reader is used with selected students to close the reading age gaps	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	PBe APn/MCr/CBy	Termly -reviewed by SLT Reading ages
Improve attendance for all especially those who are disadvantaged. Narrow the gap between PP and non PP	EWO work and caseload regularly reviewed with attendance of disadvantaged students a priority	Attendance is the key to improving academic success and therefore life chances Ensure attendance is at least in line with national expectations.	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	DJs ABw	Termly -reviewed by SLT Attendance statistics
	Improve Alternative Provision to engage students in their learning and attend more regularly	AP in the past has not delivered the right outcomes at the right levels for students. Evidence that attendance by too many students in AP has been below expectations. Some past students have followed pathways that are not matched to their future career goals or interests and have contributed to the student's disengagement.	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	DJs JRr/JTI	Termly -reviewed by SLT
	Use of The Bridge unit to engage students who have been school refusers or who are at risk of exclusion	The Bridge Unit has a successful track record of supporting and reintegrating students back into lesson.	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	DJs JRr	Termly -reviewed by SLT Attendance and behaviour referrals of targeted students

Improve rates of progress for those who are disadvantaged especially in Maths and English	Intervention and enrichment more strategically focused to have greater impact	Use of Pixl models Academic catch up/support sessions with key staff and bespoke timetable review, Saturday and holiday revisions sessions for key students. Breakfast revision sessions for all year groups	Improvement in predicted data	NEe HOD's	Half termly data drops August 19 – GCSE results
	Head of Science to share strategies for predictions, data analysis with all HOD's to sharpen focus on data so intervention is more focussed	Science results were better than other Ebacc subjects and used more forensic analysis to target intervention so this should be shared	Improvement in predicted data	NEe RCx	Half termly data drops August 19 – GCSE results
	Introduction of Year 11 weekly three. To focus on 3 PP Year 11's weekly who are underachieving	Proven to raise achievement in another school	Improvement in predicted data	NEe/DMy CLe	Half termly data drops August 19 – GCSE results
	Revise Right Evening and Revision Market place to engage parents in revision techniques	Parental engagement is key to helping students achieve	Attendance and parent and student voice	NEe CLe/ALn/HOD's	After events Student and parent voice
	SLT progress boards and Zorba meetings focussed on underachieving students especially those who are disadvantaged	Proven to raise achievement in another school	Improvement in predicted data	NEe SLT/HOD's	Half termly data drops August 19 – GCSE results
	All disadvantaged students will receive a mentor in Year 11	Some will receive academic mentors and some will receive assertive mentors dependent on the students need	All Year 11 students are discussed at half termly SLT meetings. Success of mentors will be part of this discussion	NEe	
	Open bucket days in the 3 days before Christmas to ensure students catch up with unfinished coursework	Open bucket made the most progress in 2017/18. Staff said these days were really useful for catching students up so they will continue	Improvement in predicted data	NEe HOD's	Feb 19 – Data drop August 19 – GCSE results

Behaviour of disadvantaged students will improve	The new principal has raised expectations with regards to uniform and behaviour as one of his key priorities in 2018/19 Consistency in these areas is one of his key priorities this academic year and has been discussed with staff, students and parents	Many students especially those from disadvantaged backgrounds need high expectations and consistency to aspire to in order to counter-act social factors	Day to day monitoring of the policies.	DMy SLT	Jan 2019 Sep 2019 Reviewed by views of stakeholders
	Isolation conduct and expectations reviewed and tightened	Previously the expectations of students in isolation were too varied.	Day to day monitoring. Less re-offenders in isolation	DJs GAt	Jan 2019 Sep 2019
	The Bridge unit being used to engage some of our more challenging students to re-engage and then integrate back in to lessons	The Bridge Unit acts as the bridge between home and school for those with behavioural issues or anxiety issues. They have sessions in the bridge before being integrated back	SLT strategic link to monitor closely the work undertaken Report to full SLT termly	DJs JRr	Termly -reviewed by SLT Attendance and behaviour referrals of targeted students
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise aspirations for all especially those who are disadvantaged	Support disadvantaged students who are having trouble accessing uniform, stationary and equipment	By supporting students it is hoped that their self esteem will improve giving them confidence to have greater aspirations	One member of SLT responsible for the fund	NEe	Jan 19

Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
High Quality Teaching for all	Strategy groups	These worked as hubs for key areas, such as teaching and learning and sixth form, to be worked on and ideas covered with staff that were then developed by departments.	Communication between these groups and departments has been developed by aligning the calendar. The new leading for learning groups are a further stage on from the strategy groups	
	Briefing Teaching and learning slots	Highly successful for sharing good practice	For 2018-19 the schedule for these will be prepared longer in advance to match more effectively with upcoming events and academy priorities	
	Memory and retention events	Workshops for both staff and students. Students can be seen to be using strategies in classrooms	Strategies now need to be embedded in normal classroom practice. Lead practitioner leading on this in 2018-19	
Improving rates of literacy progress	New literacy co-ordinator introduced	<u>First Story Writing Program</u> - The program engaged students in reading and writing. The impact of this course raised aspirations of all students including pupil premium students to attend University.	I think this program worked well however I found it more difficult to attract and retain boys. If I ran this program again, I would consider it being in school time to attract and retain more male pupil premium pupils	
		<u>Literacy Tutor Program</u> – This program helped raise the awareness and importance of literacy in KS3	To improve this I would focus Year 8 on common errors to build on the program that they experienced in Year 7. This is now in place for the Year 8 2018- 2019 program.	

		<p><u>D.E.A.R Reading session –</u> This session was engaging for all students and this was supported by the teacher reading as well.</p>	To improve this I would like to implement this in a lesson slot and have the whole school reading for thirty minutes to show all students (especially pupil premium) the importance of reading for pleasure.	
		<p><u>World Book Day –</u> All pupils benefitted from purchasing a book to enable them to read for pleasure and have access to nooks at home.</p>	Next year, I plan for all staff to be seen reading around school to promote the importance of reading for pleasure.	
	Accelerated Reader	Accelerated reader used for all Year 7 and 8 to improve reading ages	It has been decided that for some students who are good readers accelerated reader is not engaging enough therefore in 2018-19 accelerated reader will be used as an intervention rather than for all	
Improving the use of data to plan lessons and meet individual learning needs	New data management documents introduced which allow progress to be measured at class level which can then be used to inform teaching	Most staff are now using these but not all effectively	Further work to done on effective use of data to inform planning. We are also now going to do staff training on how targets are calculated and what they mean to students and are introducing attitude to learning marks for this academic year	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improve attendance	EWO has worked with PP students whose attendance was a concern	Attendance has remained about the same as last year with the gap between PP and non PP about the same	EWO will continue working with all students with attendance issues but will increase priority on PP students and try new strategies with these students	

Close the gap between PP and non PP in Maths and English	Study Boost residential for Year 11's	Outcomes for Year 11 were not as good as we hoped. Provision at the Youth Hostel was not as sharply focussed as in previous years	This event will not continue	
	Revise Right evening	Large proportion of parents attended. Parent voice said the session was useful	Event will continue but with improvements we also plan to do a parents/student quiz night and market place event with revision ideas being given out	
	Steve Judge motivational speaker	Assemblies for all were outstanding and had a real impact on students Work Steve then did with PP boys was less successful	This event will not continue	
	Mentoring for Year 11 students	Had impact for some but not all	Need clearer guidelines for those involved in mentoring. Different mentoring strategies will be implemented for different students	
	Enrichment and intervention	Had success with some students	Was not strategically focussed enough. So this will be tightened up on this year	
Improve CEAG	Appointment of new careers advisor	Plans developed and now comprehensive careers plan for all with additional support for PP students	CEAG will continue to grow and flourish in the Academy	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
To meet individual learning needs	Alternative provision used for students struggling to access mainstream curriculum	Students who attended last years Alternative provision did not achieve acceptable exam results	Alternative provision has been brought 'In house' with very few accessing curriculum outside school. This is being monitored far more rigorously to ensure the students are receiving adequate provision	

