Sirius Academy North Pupil Premium Profile 2018-2019 (updated 20 September 2018) UNVALIDATED	
Total number of pupils in the school	1173
Number of PP-eligible pupils:	616
Amount per pupil:	£935
Total pupil premium budget:	£575,960
Evidence of school performance	

		Grade 5+ in Eng and Maths (%)	Grade 5+ in Eng and Maths National Benchmark 2017 (%)	Overall Progress 8 score SAN	Overall Progress 8 Score National Benchmark 2017	English Progress 8 score SAN	English Progress 8 score National Benchmark 2017	Maths Progress 8 score SAN	Maths Progress 8 score National Benchmark 2017	Bucket 2 Progress 8 score SAN	Bucket 2 Progress 8 score National Benchmark 2017	Bucket 3 Progress 8 score SAN	Bucket 3 Progress 8 score National Benchmark 2017
2017	Sirius North PP students	7	49	-0.64	0.11	-1.15	0.11	-0.94	0.12	-0.83	0.13	0.08	0.09
2018	Sirius North PP students	24		-0.42		-0.84		-0.32		-0.61		-0.01	

The table above shows significant increase in performance from 2017 in all measures, except for the progress of pupil premium students in bucket 3. However, despite the improvements in performance the gap between how pupil premium students perform at Sirius North and how non pupil premium students perform nationally is significant.
A key area of development is ensuring that greater rates of progress are made within English.

Statements from last Ofsted report December 2015 relating to the performance of disadvantaged pupils:

The pupil premium money is used extremely well to enhance the education of those pupils it is intended to support. The money is used improve the attendance of the pupils, and to give them opportunities which they would otherwise not be able to have. For example, a significant number of pupils, including some supported by the pupil premium, visited Cambridge University to consider whether they would like to apply. The spending of the money is planned, and then tracked rigorously. As a result, gaps are closing rapidly. These pupils, like their peers, are making good progress.

1. Current attainment		
	Pupils eligible for PP *(our school) 2018**	*Pupils not eligible for PP (**national benchmark**) 2017 (according to ASP)*
Progress 8 score average	-0.42	+0.11
Progress 8 English	-0.84	+0.11
Progress 8 Maths	-0.32	+0.12
Progress 8 English Baccalaureate Slots	-0.61	+0.13
Progress 8 Open Slots	-0.01	+0.09
Progress 8 score average for Higher Ability Pupils	-1.44	0.00
Progress 8 score average for Middle Ability Pupils	-0.03	-0.02
Progress 8 score average for Lower Ability Pupils	-0.13	-0.17
Attainment 8 score average	38.43	49.51
A8 English	7.47	10.51
A8 Mathematics	7.45	9.67
A8 EBACC	10.34	13.69
A8 Open	13.17	15.64
% Attaining 9-7 in English (Best) and Maths	1.3	
% Attaining 9-5 in English (Best) and Maths	24	49
% Attaining 9-4 in English (Best) and Maths	43	71
% Attaining 9-5 in the English Baccalaureate	4	25
% Absence (Ever 6 FSM)	8.1	7.2
% Persistently Absent (Ever 6 FSM)	14.2	21.6
% Staying in education or entering employment after Key Stage 4		87

2. Barriers to future attainment (for pupils eligible for PP) REVIEWED – September 2018 for 2018/19	

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	**Literacy/Reading:** Key Stage 2 entry shows a student population attaining lower than the National average. This is duplicated at the end of Key Stage 4 with English outcomes lower than expected and with a disparity existing compared to Mathematics. The high attainers underachieve greatest in English compared with their middle and lower counterparts The Academy still has a significant number of Pupil Premium students who have reading ages below age related expectations.
B.	**Pastoral:** IDACI (Income Deprivation affecting children index) information shows that the overwhelming majority of our pupil premium students live in post codes that are not only within the most deprived areas but within the top of deciles of deprivation. This results in multiple social, emotional and financial barriers to achievement. This is often shown in the termly attitude to learning programme outcomes as well.
C.	**Numeracy:** Although the key stage outcomes for the academy's middle attainers was positive, further developments are required for supporting the long term progress of our low ability pupil premium students and in particular our high attaining students.
D.	**Homework/Revision/Organisation Skills**: There is an in-school gap for pupils eligible for the Pupil Premium around homework behaviour logs and performance in exams meaning that pupils need support with homework and further strategies on revision.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	**Attendance:** There is an attendance gap between our PP pupils and Non-PP gaps (in 2017/18 PP absence 8.1% compared to 6.4%) and this is at its highest among PA Pupils. (although PP Pas is better than the national average for PP students – there is an in house gap difference of 14.6% PP compared to 7.4%)
F.	**Wider Enrichment:** Many of our pupils eligible for the Pupil Premium do not have a wealth of life experiences or opportunities to gain these. This can also impact upon their understanding of issues wider than their local community and limit their standards of vocabulary. This will also include actions taken to further improve **parental engagement.**

3. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	The progress of our disadvantaged pupils is in line with National others.	Progress 8 score gap to National Others
B.	The progress of our disadvantaged pupils in ALL their subjects is in line with National Others.	Progress 8 score gap within baskets

C.	Our disadvantaged pupils attend the Academy regularly, behave well and complete homework/revision.				PP attendance and PA better than national, Exclusions better than national for same group, P8 scores.
D.	Our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future				Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.

Key = <mark>Amended interventions.</mark> <mark style="background:cyan">New Interventions.</mark> <mark style="background:lime">Continued Interventions.</mark>

Proposed spend of the Pupil Premium – Academic Year 2018-19					
A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.					
1. Leadership					
<mark>Appoint a Pupil Premium Champion form the current Senior Leadership Team</mark> <mark>Ensuring that they have a track record of holding budget holders to account.</mark> <mark>(to be reviewed after 1 year)</mark>	Clear lines of accountability and allows for frequent monitoring/tracking of impact of expenditure. Leading to diminishing gap between disadvantaged and non.	Headteacher	All pupil premium pupils	Constellation Trust VP completed expenditure review on behalf of Sirius North. Review and proposed plan to LGB Internal review commissioned Pupil Premium Champion (Strategy owners) reports back, on a termly basis, the progress of all activities.	September 2018 December 2018 On-going to July 2019
Internal – Barrier Area	**A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.**				

	2. Literacy/ Reading				
Approach *Refer to EEF toolkit*	**Success Criteria**	**Owner**	**Who does it target?**	**Milestones**	**Completed**
Literacy withdrawal in place 4x 1 hour sessions per day bespoke support for identified students in Years 7-10	Targeted students receive intensive support and as a result the next data harvest shows improved rates of progression.	Assisted Head Core Skills	Those students who are flagged up during Data line management meetings after each data harvest.	Measured pre and post intervention – cohort specific dates.	On going
Extend the provision of Ruth Miskin in order to develop the literacy levels of those with most need.	Key cohorts supported through raising literacy standards through the targeted use of materials. Pre and post intervention data greater progression.	Assisted Head Core Skills	Those students who are flagged up during Data line management meetings after each data harvest.	Measured pre and post intervention – cohort specific dates.	Ongoing
Internal – Barrier Area	**A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.** 3. Numeracy				
Approach *Refer to EEF toolkit*	**Success Criteria**	**Owner**	**Who does it target?**	**Milestones**	**Completed**
Numeracy withdrawal in place	Targeted students receive intensive support and as a	Assisted Head Core Skills	Those students who are flagged up during Data line management	Measured pre and post intervention – cohort specific dates.	On going

Approach	Success Criteria	Owner	Who does it target?	Milestones	Completed
4x 1 hour sessions per day bespoke support for identified students in Years 7-10	result the next data harvest shows improved rates of progression.		meetings after each data harvest.		
Star Maths (Renaissance Learning) Package					
Continuation of nurture group provision with nurture team of staff including trained primary teacher, assistant SENCo and one additional fulltime nurture teacher. To work with year 7-9 with cohort staying together beyond this for core subjects *(52% contribution)*	Additional capacity for small group support created for those students with PP and specifically poor basic skills	AVP Inclusion	Year 7 – 9	Measured during each data harvest and forms part of data analysis and line management meetings.	Ongoing

Internal – Barrier Area	**A) To develop an effective infrastructure that supports the raising of attainment and diminishes the difference.** 4. **Homework/ Revision/ Organisational skills**				
Approach ***Refer to EEF toolkit***	**Success Criteria**	**Owner**	**Who does it target?**	**Milestones**	**Completed**

Revision Conferences – prepare students for examinations and address low aspirations. In particular, CDs to source specific exam board *(52% contribution)*	Targeted students receive intensive revision and support. In house data harvests show accelerated progression.	CAT VP Teaching and Learning. (Leader of English and Mathematics plus other targeted subjects)	Targeted students – Year 11	Strategy owners (CD Leads) reports back after each in house data harvest. Discussed/ scrutinised at each data line management analysis documents and meetings regards the progress of each activities.	On going until exam season.
Tutor programme – implementation of Jigsaw model of delivery (NB part of Constellation Trust initative)	Student/ staff surveys reporting greater levels of engagement and positive feedback to specific resources	CAT VP Behaviour & Student Support	All students, all years.	Strategy owner report termly report to SLT and LGB.	On going – initial report term 1
To provide pupils with on-going training on the use of effective revision skills. (both within year 11 tutor programme and embedded within subject areas)	Student/ staff surveys reporting greater levels of engagement and positive feedback to specific resources	CAT VP Teaching and Learning. Head of Year 11	All Year 11	Strategy owner report termly report to SLT and LGB.	Terms 1 to 4
Create a Pupil Premium Revision/ Booster Discretionary Fund. (e.g. departments able to bid for relevant funding to encourage the attendance of pp	No student has barriers to accessing revision materials due to finance.	CAT VP Teaching and Learning. Head of Year 11	When applicable Potential students identified using IDACI data.	Feeding into subject areas reports post data harvests.	Terms 1 - 4

students to half term revision for example)					
Internal – Barrier Area		**B) Actions focused on addressing complex social, emotional and behavioural needs and addressing barriers directly caused by income deprivation.** 1. **Pastoral**

Approach *Refer to EEF toolkit*	**Success Criteria**	**Owner**	**Who does it target?**	**Milestones**	**Completed**
Expansion of social/emotional group provision for students who are struggling. The focus is to be on literacy – Deployment of ELSA trained staff. Supervision – provided by HeadWay (NB part of Constellation Trust initative)	Greater levels of engagement, attendance, improved levels of behaviour.	Assistant Headteacher Inclusion	Based upon identified need and referral therefore could be all years.	Reported after each cycle of ELSA Case load deployment. Assistant Headteacher termly report to SLT and LGB.	
Incentive programme to support the development of positive student attitudes to learning including staff to mentor students	Increase number of PP students judged to be expert or advanced learners each half term	Assistant Headteacher - DfL	All students, all years.	Termly report to SLT , including greater in depth anaylsis (breakdown of barriers) regards potential learners.	On going
.To continue the contract with City Health Care	Academy is able to provide or signpost support required to	Assistant Headteacher - Inclusion	All students when applicable	Annual report is produced by CHCP.	July 2019

Approach	Success Criteria	Owner	Who does it target?	Milestones	Completed
Partnership for 30 hours a week School Nurse.	individual students families.				
Listen up Programme (anger management support)	Students accessing support results in reduction in the number of behavioural incidents for those individuals.	Assistant Headteacher - Inclusion	All students when applicable	Termly report to SLT	On going
Two EAL Progress Support Assistant to support the work of the EAL coordinator and to develop students use of English. (focus on achievement but also integration and student well-being) (10% pp contribution – reflecting number of EAL students that are also pp)	Greater progression for EAL students.	Assistant Headteacher - Inclusion	EAL PP students	Termly report and CDs highlight progress within their individual reports post each data harvest.	On going
External Barrier Area	**C) To diminish the difference in attendance, between pupil premium students and non-pupil premium and reduce the impact of poor attendance on students' progress and achievement**				
Approach	**Success Criteria**	**Owner**	**Who does it target?**	**Milestones**	**Completed**

Refer to EEF toolkit					
Use of Parental engagement officer to support the attendance team.	**Diminishing of the difference between OTPA PP students and non PP students.**	Deputy Headteacher (B&A)	Appropriate case load across all years.	Forms part of termly attendance report to SLT and LGB.	All year
Reinforce the importance of attendance by developing weekly attendance house prizes. To be presented in communal areas.	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year
Reinforce the importance of excellent attendance/punctuality by developing weekly attendance house prizes including 100% week and 100% fortnight competitions for Tutors, 100% term prize draw and Champions League/Attendance cup. To be presented in assemblies.	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance fell between 90 – 94% in 2017/18.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year

(64% pp contribution)					
Additional competitions on a termly basis around staff interventions, improvers and 100% students	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year
Additional competitions on a termly basis around staff interventions, improvers and 100% students	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year
Attendance guides have been created to support parental engagement – increased circulation and daily use.	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year

Approach	Success Criteria	Owner	Who does it target?	Milestones	Completed
	between 90 – 94%.				
Continue support groups utilising key pastoral staff – to tie in to rewards regarding attendance	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year
Pupil Premium Attendance Discretionary Fund. (e.g. to be used supporting with transport costs)	Improvements evident in comparisons of attendance each half term but particular focus upon those students whose attendance falls between 90 – 94%.	Deputy Headteacher (B&A)	All students, all years	Forms part of termly attendance report to SLT and LGB.	All year
External Barrier Area	**D) To provide a safe environment that allows for extended learning opportunities.** 1. **Wider Enrichment**				
Approach *Refer to EEF toolkit*	**Success Criteria**	**Owner**	**Who does it target?**	**Milestones**	**Completed**
A.Russell Group University visit for year 11	Students evaluation sheets show greater	HA Coordinator /	Year 11 Targeted students receive enrichment opportunity to		When available

	aspirations and a greater	Assisted Head Core Skills	raise aspirations (high attainers in particular)		
Year 11 High Fliers programme (including Sirius College activities) *52% contribution)*	Students have the opportunities to experience 'lecture' sessions linking to university style learning. Development of independent skills needed for college Visits to Sirius College Independent revision mornings	HA Coordinator / Assisted Head Core Skills Assistant Head Sirius College (SAW)	All Year 11		
To expand the extra-curricular support programme which promotes independent learning to deepen pupils' knowledge and understanding Expand the enrichment programme to give increased opportunities to students	Increased variety in the offer students receive leading to increase participation	Deputy Headteacher (B&A)	All students, all years	Termly participation rates reported to SLT and LGB.	All year
External Barrier Area	**E) To provide a safe environment that allows for extended learning opportunities.** 2. **To provide support to help parents/carers to better support their child/ children's' learning. (Parental Enagagment)**				

Employ a parental engagement officer	PEOs caseload shows increased levels of parental engagement (via meetings etc) leading to improvements in relationships with family network, attendance and behaviour when applicable)	Headteacher / Deputy Head (B&A)	Identified case load of students, Years dependent upon identification of need.	Case load progression , reported each half term to relevant SLT and feedback to SLT meetings and LGB.	Termly.
Parental engagement event to help parents engage with what is needed for students to be successful (Packs created around ATL, attainment, attendance) Particular focus on improving rates of engagement with lower higher attainers	Parent exit surveys to show parental understanding of support required Actual year on year increase on % of families attending each event.	Assistant Headteacher Core Skills	All years , all students	Exit survey feedback and figures reported to SLT after each event.	All year.
improve strategies to encourage and assist greater numbers of parents and carers to attend review meetings	100 % of parents/carers are contacted and progress communicated. Parents give feedback on	Assistant Headteacher Core Skills / Inclusion.	All years , all students	Exit survey feedback and figures reported to SLT after each event.	All year.

	preferred methods of communication and frequency				
disseminate 'Simply Sirius' guides for parents/carers on aspects of their child's education and wellbeing including supporting homework, attendance, attitude to learning, revision, bullying etc including use of translation services/ technology) To include information regards new/ development of Key Stage 3 curriculum and assessment	100% of parents can access information guides	Assistant Headteacher Core Skills / Inclusion.	All years , all students	Exit survey feedback and figures reported to SLT after each event.	All year.