

# Pupil Premium Development Plan 2019-20

*“The best thing you can give a disadvantaged student is the highest set of grades; opening endless opportunities.”*

*“Give disadvantaged students experiences which spark their imaginations.”*

- This document is intended give the key aims and actions in order to develop the achievement of Pupil Premium (disadvantaged students) at Sirius Academy North.
- The plan provides highlights for the year 1 plans, in order to move towards creating a culture of staff and student collaboration.
- Year 1 focuses on knowledge and developing what staff know and what they can do.
- In order to refine our focus on closing the gap for PP, and giving them the best life chances possible, we aim to address the barriers below with our actions shown in the matrix below.

2019-20	No. on roll	% PP	% Non-PP
Y11	205	53	47
Y10	238	57	43
Y9	252	58	42
Y8	248	58	42

This year, the school is 58% PP and will receive approximately £647,955 in pupil premium funding.

NO LIMITS

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Y7	262	61	49
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Matrix linking barriers faced by our disadvantaged students with our objectives																						
Objective:	(1) Teaching & Learning					(2) Literacy					(3) Attendance & Behaviour				(4) Enrichment to raise aspirations					(5) Parental Engagement		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3
Barriers:																						
Living in chaotic, dysfunctional and unstable households											X	X								X	X	X
Lack of emphasis at home on the importance of attending school regularly and on time											X	X							X	X	X	X
Cycles of poor attendance ingrained at primary level Low parental expectations regarding appropriate behaviour											X	X								X	X	X
Low parental expectations regarding behaviour											X	X								X	X	X
Lack of opportunity at home to develop good routines such as homework, revision, organising themselves											X	X	X							X	X	X
Lack of organisation resulting in being ill equipped for learning or failure to complete work to deadlines											X	X	X					X		X	X	X
Lack of praise and successful conversations e.g. through the use of rewards												X		X		X			X			
Lack of positive role models		X			X							X			X	X			X	X	X	

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Low literacy levels, with reading 2+ yrs below CRA, due to lack of opportunities to develop such fundamental skills						X	X	X	X	X										X	X	
Lack of opportunity to develop higher order language and thinking skills	X	X		X	X															X		
Lack of resilience; to tackle challenges and come back from failure	X			X	X						X		X		X				X			X
Disengagement with learning due to being unable to access the curriculum or lacking in confidence in their abilities	X	X		X		X					X	X			X	X						
Parents find it difficult / uncomfortable to engage with school										X	X	X								X	X	X
Parents were disengaged with school as students, therefore their children are not supported / encouraged to do well										X	X									X	X	
Low aspirations; third generations of workless households, or where educational success is not seen as crucial to getting a 'good' job										X	X			X		X		X		X	X	

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Lack of parental support as parents are unsure how to due to unemployment being the norm											X	X									X	
Low self-esteem from lack of belief in their ability	X					X		X				X		X	X	X	X		X	X	X	X
Lack of understanding of post-16 opportunities															X		X	X				
Reluctant to take on responsibilities outside of home due to low self-esteem or because they have too much going on at home												X	X			X			X	X	X	X
Lack of opportunities to see beyond school / local community															X		X	X		X	X	X
Reluctant to attend school due to poor equipment – PE/food tech - or clean uniform											X	X								X	X	
Expectation is to take care of siblings before/after school sacrificing punctuality											X	X					X			X	X	
Poor participation or involvement in school activities due to costs												X										
No champion of their cause	X	X	X	X	X			X			X	X	X			X				X	X	

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**Objective 1: The achievement gap between disadvantaged and non-disadvantaged students will be closed through consistent diet of Quality First Teaching**

**Projected spending: £300,000 Wave 1 teaching – salary costs to reduce class sizes, Cost of CPD/external speakers, Dept resources to equip PP learners, PP Co-ordinator**

**Current situation:**

Results from 2018-19 show progress gaps between all P8 figures and largest between P8 Maths with PP at -0.509 compared to non-PP at 0.754. English P8 was nearly just as wide with PP at -0.908 compared to non-PP at 0.230. The English results were the weakest for PP. Overall P8 for PP was -0.432 compared to 0.720 for non-PP. Both PP and non-PP secured positive P8 for Open subjects; PP 0.408 compared to 1.471.

**Rationale:**

Teachers need to provide a different diet to disadvantaged learners which cater to their needs every lesson. Generalised teaching strategies are not enough. Until strategies which benefit PP learners becomes embedded into teachers' practice, the gap will remain. Moreover, PP is 60% of the school so teachers are very likely to have PP-dominated classes which makes it easier for staff to trial, implement and then embed successful strategies in lessons.

**Actions:**

- 1.1 All PP/HA learners to have a pen portrait detailing best methods preferred to help them learn
- 1.2 Lead Practitioners divided into two specialisms; PP and HA Teaching & Learning strategies providing CPD and support to all teaching staff
- 1.3 Disadvantage Lesson Fundamental (no 9) to remain a focus through all MER cycles for all teaching staff
- 1.4 PP focus every half term to drive improvements across whole school
- 1.5 PMR provides action research objectives used to develop T&L strategies to better support PP

**Expected outcomes and impacts:**

- PP P8 matches that of non-PP and is 0+
- PP attainment matches that of non-PP for KS3
- All PP students have a pen portrait by the end of the year
- All teaching staff have participated in at least 1 x session of PP specific CPD
- Sisra Observe data shows 90% of WWWs for disadvantage Lesson Fundamental by HT6
- Staff have secure knowledge of PP learners; their barriers and cater for their needs every lessons

**Milestones:**

Term 1 –  
Term 2 –  
Term 3 –

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**Objective 2: Relentless focus on freeing students from the constraints of levels of literacy to ensure CRAs are in line for every disadvantaged learner**

**Projected spending: £90,000 - Cost of reading software, Salary of literacy support staff and Literacy Co-ordinator, 31% of SENCO time**

**Current situation:**

Disadvantaged learners have a lower CRA than non-PP students. On average in each year group, PP are more than 2years below CRA which means by KS4 they are unable to access the GCSE exam papers (average reading age is 14). We have previously used Accelerated Reader but found little long-term impact for PP.

**Rationale:**

Disadvantaged learners often can articulate and access learning when it is practical based such as vocational / practical subjects. Improving Literacy levels will ensure they can not only articulate themselves, becoming confident learners, but also can improve vocabulary, comprehension and inference skills (reading stages 2,3,4 of 7).

**Actions:**

- 2.1 Retest all Y7-10 students using the new Reading Plus programme to establish starting points
- 2.3 Provide 6weeks intervention for those 2 or more years below CRA
- 2.3 All teachers to provide quality Literacy tasks for every marked piece of work to develop higher levels of Literacy
- 2.4 Literacy continues to be a key priority; Lesson Fundamental 5, demanding all teachers to deliver quality literacy themselves as well as expecting it from their students
- 2.5 Exam Literacy CPD to ensure consistent methods are used by all examination subjects

**Expected outcomes and impacts:**

- PP to show 6+months of improvement for all PP
- For those PP who receive intervention, 100% to show rapid improvements
- Improved English results show +P8
- Average SPAG grade in English on Q5 is in-line with national/similar context schools
- Literacy fundamental 5 shows >90% WWW by end of Term 3
- All core subjects provide a 'walking, talking' mock to model the exam Literacy skills required
- Mocks show evidence of highlighting command words, planning for essay responses and students answering all long-worded Maths questions

**Milestones:**

- Term 1 –
- Term 2 –
- Term 3 –

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**Objective 3: Have a relentless focus on ensuring that the attendance gap is closed for both cumulative attendance persistent absences. To also ensure that behaviour for these students is in line with the rest of the academy**

**Projected spending £95,000 (Salary of EWOs, cost of running bus, cost of hardship fund)**

**Current situation:**

Attendance last year for the whole academy was 94.05%. PP was 93.6% compared to 94.6% for non-PP. The persistent absence figure for the whole school was 14.3%. PP was 14.6% compared to 12.5% for non-PP.

Behaviour statistics for last year show that PP make up 60% of the academy but account for 80% of behaviour incidents.

**Rationale:**

Disadvantaged learners typically have lower attendance than non-disadvantaged. Investigation shows that this can often be as a result of incidents in the family home including a lack of resource (for example uniform). Our aim is to ensure that this is not a barrier to attendance.

**Actions:**

3.1 Create target groups with House teams and year leaders to focus on PP students which will be monitored all year

3.2 Bespoke plans using engagement/HSL0 staff to reduce PA figures

3.3 Weekly reports and updates on progress to be in place to ensure robust challenge is maintained

3.4 PP specific reward programme as part of the wider academy reward structure

**Expected outcomes and impacts:**

- Attendance to be closer to the academy target of 95% and to close the gap between PP and non-PP
- Attendance to remain above 94% at the end of each term
- Persistent absentees to be closer to the academy target
- Persistent absence to remain below 12% (including the on track figure) and the end each term
- PP students rewarded equally to non-PP with achievement points

**Milestones:**

Term 1 – (each term) cumulative above 94.5% and PA figures below 12% and OTPA figures below 20%

Term 2 – (each term) cumulative above 94.5% and PA figures below 12% and OTPA figures below 20%

Term 3 - (each term) cumulative above 94.5% and PA figures below 12% and OTPA figures below 20%

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**Objective 4: Have a relentless focus on raising the aspirations of Academy disadvantaged students**

**Projected spending £100,000 (cost of trips, careers provision, intervention costs, enrichment costs)**

**Current situation:**

All academy students are placed in a post 16 provision but PP students do not always go on from this level at the same rate as non-PP

**Rationale:**

We have a “no limits” strategy in place for all aspects of academy life. It is important that all students recognise their ability and capability to achieve as high as they are capable of

**Actions:**

- 4.1 HA students to experience a university culture both locally and further afield
- 4.2 Utilise former students to come and showcase what they are doing as inspirational/aspirational messages
- 4.3 Career aspirations to be showcased with local colleges, businesses and apprenticeship providers on a regular basis
- 4.4 Ensure 100% completion of logon moveon profiles and to a good standard
- 4.5 Student Leadership positions for all year groups

**Expected outcomes and impacts:**

- Student surveys to show positive aspirations
- Attendance at intervention sessions to improve
- Attainment (and progress) for all PP (but particularly HA) show a positive trajectory over the year
- Equal number of PP uptake to non-PP for student leadership positions
- Equal number of PP to non-PP complete the Academy Pledges
- 100% of students have completed career profile

**Milestones:**

Term 1 plans for cultural capital events for all year groups to happen throughout the year  
Term 2 cultural capital events to happen for each year group  
Term 3 Year 11 to have secure placement post 16

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**Objective 5: To focus on improving the relationship with our hard to reach families and to play a bigger part in the wider community**

**Projected spending £65,000 (salary of engagement officer, cost of engagement activities)**

**Current situation:**

The typical engagement of parents at academy events is between 50 and 60%. PP families engagement from 40 to 45%  
Any appointments arranged with families and not kept show 90% to be PP families. (evidence from pastoral survey)

**Rationale:**

To assist in raising the aspirations of our students in conjunction with the attendance, behaviour and progress statistics it is important to engage with our hard to reach families.

**Actions:**

- 5.1 Target cohorts of HA students to be targeted for support using different contact methods
- 5.2 Identify barriers to engagement using methods away from the academy
- 5.3 Identify events that will encourage better attendance

**Expected outcomes and impacts:**

- Attendance at parental events to increase
- Parental understanding of the benefits of a full rounded education is improved
- Communication with the academy from parents is improved

**Milestones:**

- Term 1 Target cohorts identified and strategies put in place
- Term 2 Statistics from parental events show a rising trend compared to previous events for that year group
- Term 3 Feedback from student and parent voice shows rising trend in attitude to school

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