

# Pupil premium strategy statement: Sirius Academy North

1. Summary information					
School	Sirius Academy North				
Academic Year	2016/17	Total PP budget	£621,775	Date of most recent PP Review	n/a
Total number of pupils	1078	Number of pupils eligible for PP	665	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	48.8%	64.7%
% achieving expected progress in English / Maths (2015/16 only) (Progress 8/Attainment 8)	+0.11/41.86	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.64	0.12
Attainment 8 score average (from 2016/17)	31.32	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7. Reaching chronological reading age is an issue to address. High attaining students should be a key focus.
<b>B.</b>	Pastoral issues are significant as the locality is one of significant deprivation. It is the 3 <sup>rd</sup> most deprived local authority in the country. These issues are more extreme for the pupil premium students
<b>C.</b>	Behaviour issues for a small group of students (many eligible for PP) is having detrimental effect on their academic progress and that of their peers.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance rates for pupils eligible for PP are 90.9% (below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Hard to reach families and a subsequent lack of parental engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged students progress as well as the national average and diminish the in house gap with	Gap to National average is in line with published figures

	others in English and Mathematics	
<b>B.</b>	Improved rates of progress across other national curriculum subjects for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
<b>C.</b>	Behavioural issues of identified cohort addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below. Overall attendance among pupils eligible for PP improves from 90.9% to 95% in line with 'other' pupils.

## 5. Planned expenditure

Academic year

2017/18

### Actions focused on supporting achievement and progress

**Objective 1:** To develop an effective infrastructure that supports the raising of attainment and narrows the gap.

Action	Date	Personnel responsibility	Outcome	Monitoring
A.To ensure the services of teaching consultant Maths teacher for 3 days a week	1 September 2017	Executive Principal and Head of School	Teaching allows for smaller group sizes with year 11 intervention cohort.	Progress Cycles ( 5 x a year) indicates that Year 11 pupil premium students are on track to meet their aspirational targets. Progress reported back to Governors via Curriculum & Quality committee
A/B. Revision Conferences – prepare students for examinations and address low aspirations (60% contribution)	Residential throughout year Engagement group @ Malham Cove (September 17) Maths/English in March/May 18	Head of School (Leader of English and Mathematics plus other targeted subjects)	Targeted students receive intensive revision and support.	Feedback from students demonstrates increased confidence and engagement Following progress cycle indicates progress in terms of effort and achievement.
A.Oxbridge visit for year 11	Feb 18	AVP – T&L	Targeted students receive enrichment opportunity to raise aspirations	Feedback from students demonstrates increased confidence and engagement
A-E.Year 11 High Fliers programme (including Sirius College activities)	Ongoing	AVP – T&L	Targeted students receive enrichment opportunity to raise aspirations	Feedback from students demonstrates increased confidence and engagement
A.Literacy & Numeracy	Ongoing	AVP Core	Targeted students	Weekly feedback sheets

withdrawal in place 4x 1 hour sessions per day bespoke support for identified students in Years 7-10 Employment of specific Numeracy and Literacy PSA (80% contribution)		Skills	receive intensive revision and support	provided by Support staff staff to AVP core skills and then by Maths & English team when reporting in Progress Cycles. Regular reports to Planning & Monitoring Committee
A.Accelerated Reading Programme, Star Maths (Renaissance Learning) (64% contribution)	Ongoing	AVP Inclusion/ Literacy Team	All students can be accessed and relevant reading materials assigned that allow for progression	AVP Core Skills presents - Termly reading tests conducted – showing specific pp students whose reading age is lower than chronological age closing the gap. Similar for pp students with a numeracy age is lower than chronological age closing the gap.  Regular reports to Planning & Monitoring Committee
A.Creation of a Literacy Team to close the gap between chronological age and reading age (TLR 2B plus grade 5 staff)	Ongoing	AVP Inclusion	The Team drives literacy and reading strategies across the academy encouraging reading and demonstrably improving reading ages to chronological ages including termly foci, campaigns and strategies shared with staff	Reading Tests demonstrate closing the gap between Chronological and reading ages. Communicated via reports to Planning and Monitoring Committee Student achievement increases Student behaviour concerns linked to low literacy are reduced
A.To extend the provision of Ruth Miskin in order to develop the literacy levels of those with most need.	Sept 2017	AVP Core Skills	Key cohorts supported through raising literacy standards through the targeted use of both packages.	AVP Core Skills to present specific progress cycle data for cohort but also report on additional testing reading/ spelling
C/D. Expansion of nurture	September 2017	AVP Inclusion	Additional capacity	AVP Inclusion to present

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 <i>(50% contribution)</i>			for small group support created for those students with PP and specifically poor basic skills	specific progress cycle data for cohort but also report on additional testing reading/ spelling
C/D. Expansion of social/emotional group provision for students who are struggling. The focus is to be on literacy	September 2017	AVP Inclusion	Additional capacity for small group support created for those students with PP and specifically poor basic skills	AVP Inclusion to present specific progress cycle data for cohort but also report on additional testing reading/ spelling
C/D/E. One to one LAC tuition (3 x student with 0 in Y11 – TBC with on roll information)	Sept 17	AVP Inclusion	Bespoke support in core subjects (alternate weeks) for the individual students Targets to be shared in ePEP	Student feedback greater confidence reflected in LAC reviews and ePEP Specific assessment results in English and maths Progress cycle returns LAC review outcomes
C/D. Incentive programme to support the development of positive student attitudes to learning including staff to mentor students <i>(part contribution)</i>	Sept 17	AVP DfL	Increase number of PP students judged to be expert or advanced learners each half term (baseline 23 October 15)	Half termly report presented by AVP DfL to SLT and then reported to Governors via Planning & Monitoring Committee.
B.To create additional opportunities for students to make progress with the “option C”	Sept 17	AVP – Curriculum & Data	AVP – Teaching & Learning to review the quality of teaching in the additional classes on a termly basis in-line with the QA process. HoS to track the progress of Year 9-11 pupils through fortnightly PR	95% pupils on track to achieve or exceed their predicted target in English and maths in Years 10 & 11. Underachievement swiftly and effectively addressed through personalized intervention. Specific focus on closing the gap for Pupil Premium

			meetings	students through bespoke interventions
C/D. To introduce an extra-curricular support programme which promotes independent learning to deepen pupils' knowledge and understanding (1.1 ADP) Create enrichment programme to give increased opportunities to students	Sept 17	Deputy Head of School	DHoS to review the uptake of academic extra-curricular/enrichment programme on six-week cycle to evaluate the impact on pupil progress. Pupil Premium students to be signposted to specific support.	Measurable impact of the academic enrichment sessions reported to MAT Team to review value for money – including staffing and resourcing. Report to MAT Board termly. Attendance of Pupil Premium student to be monitored and impact on the progress of this cohort
A/B. To provide pupils with on-going training on the use of effective revision skills.	ongoing	AVP – Curriculum & Data	AVP - Teaching & Learning will evaluate the 'conference' style activities provided to equipped pupils with independent learning skills.	All pupils in Year 9-11 will attend internal conferences to develop their independent learning skills. EXP and MAT Team to evaluate the impact of teaching pupils the skills to study and report to MAT Board in Jun 2018. Pupil Premium students evaluated as a specific cohort
D.Appoint a careers assistant specifically for year 11 – (grade 6)	Sept 17	AVP – student support	DHOS to evaluate activities and engagement from year 11	All students in year 11 complete logon moveon, have a college interview in place
E.Parental engagement event to help parents engage with what is needed for students to be successful (Packs created around ATL, attainment, attendance)	Sept 17	DHOS	Parent surveys to show parental understanding if support required	Increased engagement from parents, increased level of support and attendance for key events
A/B. To purchase revision guides for pupils in Years 10 and 11 to support the development of their knowledge base for terminal	Sept 17 (or as needed)	AVP – Curriculum & Data	AVP – Teaching & Learning to evaluate the impact of the investment in revision guides to support	All pupils' in Years 10 and 11 to be equipped with revision guides for GCSE courses. Impact of the 'summary' texts to be

examinations (need to consider which subjects here)			pupils' progress in Years 10 and 11.	evaluated by HOS and fed back to MAT Team on a termly basis following mock exams. Pupil Premium outcomes to be analysed for impact of texts and strategy on this specific cohort
A/B/D To provide additional intervention classes for Year 10 and 11 students and students who require additional needs support. Target attendance by Pupil Premium cohort. These are either after school Pizza evenings or Saturday morning sessions	Sept 17	AVP – Curriculum & Data	HoS to monitor and evaluate progress. Parents/carers to be provided with a weekly report.	Attendance and impact on pupil progress to be reported on a monthly basis to MAT Team to ensure value for money. Specific analysis of Pupil Premium cohort.

**Actions focused on improving attendance**

**Objective 2:** To improve attendance and reduce the impact on students' progress and achievement

Action	Date	Personnel responsibility	Outcome	Monitoring
D.To increase the capacity of the attendance team with an additional attendance liaison officer with a specific attendance improvement role of narrowing the gap.	Sept 17	HoS	Weekly attendance shows a narrowing of the gap between pp and non pp students.	Weekly attendance reports and cohorts analysis provided to SLT Progress reported back to Governors via Planning & Monitoring Committee
D.Reinforce the importance of attendance by developing weekly attendance house prizes. To be presented in communal areas. (64% pp contribution)	Sept 17	AO provide data to HoH	Improvements evident in comparisons of attendance each half term.	AO provides daily data to HoS and DHoS AO provides weekly data to full SLT Weekly Head of House returns Regular reports to Planning & Monitoring

				Committee
D.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. (64% pp contribution)	Sept 17	DHoS	Improvements evident in comparisons of attendance/punctuality each half term.	DHoS weekly report provided at SLT. Weekly Head of House returns Regular reports to Planning & Monitoring Committee
D.Additional competitions on a termly basis around staff interventions, improvers and 100% students	Ongoing	DHOS	Improvements in individual students and cohorts	DHOS weekly report to staff and SLT including overall group progress. Rewards to given at the end of each term
D.Attendance guides to be created to support parental engagement	Sept 17	DHOS	Increased parental engagement, lower absence rates including decreased PA totals and increased communication with parents	DHoS weekly report provided at SLT. Weekly Head of House returns Regular reports to Planning & Monitoring Committee
D.Create support groups utilising key pastoral staff – to tie in to rewards regarding attendance	Sept 17	DHOS	Increased attendance	Weekly update to staff inc OTPA
D.Create a Pupil Premium Attendance Discretionary Fund. (e.g. to be used supporting with transport costs )	Application process in place by Sept 17	DHoS	Removal of financial barriers to any individual's attendance.	DHoS able to evidence individual case studies and success by cross referencing attendance records and teacher/student feedback.

**Actions focused on addressing the complex social, emotional and behavioural needs**

**Objective 3:** To address barriers to learning and attendance



Action	Date	Personnel responsibility	Outcome	Monitoring
C.To confirm the contract with City Health Care Partnership for 30 hours a week School Nurse.	Sept 17	AVP Inclusion	Academy is able to provide or signpost support required to individual students families.	AVP weekly report provided at SLT. Half termly analysis of caseload. Progress reported back to Governors via Curriculum & Quality committee
C.Listen up Programme (anger management support)	Sept 17	AVP Inclusion	Students demonstrating greater ability to cope and learn. This is reflected by decrease of behavioural events.	AVP Inclusion able to evidence individual case studies and success by cross referencing Progress cycles and teacher/ student feedback. Progress reported back to Governors via Curriculum & Quality committee
C.To appoint 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)	Sept 17	AVP Inclusion	Cohort leader for EAL is able to track progress but also review necessary intervention and deploy support from the EAL PSA.	EAL coordinator / AVP inclusion cohort analysis after each progress cycle.  Progress reported back to Governors via Curriculum & Quality committee. Additional support demonstrated by closing of the gap and progress of EAL and EAL Pupil Premium students
C.2 x staff counsellor qualifications	Dependent on cohort	AVP – inclusion		Reduction in student issues therefore increase in student/parent satisfaction

Pastoral support assistants to support each house and year 11	Ongoing	DHOS	HOH to track progress and deploy support as necessary	Reduction in student issues/increase in parental confidence and engagement
C Focus on potential learners to highlight key issues and offer bespoke support	Dependent on cohort	AVP – Discipline for learning	Cohort leader to track progress each half term (cohort subject to change)	Half termly update plus inclusion in competitions

**Actions focused on enrichment beyond the curriculum (developing the whole person)**

**Objective 4:** To provide a safe environment that allows for extended learning opportunities.

Action	Date	Personnel responsibility	Outcome	Monitoring
A/C.EAL reading for fun programme (this will be staffed by additional EAL PSA therefore no additional staffing costs however –  Training of staff and set up costs of appropriate material including use of data to support target setting and review of progress	Ongoing for new starters with EAL needs	AVP Inclusion	Students improve their reading age (see AR tests) but also report that they feel happy and part of the academy.	Attendance at club reported via enrichment figures. EAL coordinator to report back on students experience via student feedback and parent/carer feedback
A/B/C. Create a Pupil Premium Revision/ Booster Discretionary Fund. (e.g. departments able to bid for relevant funding to encourage the attendance of pp students to half term revision for example) – year 11 invited as appropriate.	Ongoing	AVP Teaching and Learning	Analysis of students attending holiday booster/ intervention programmes increasing. Barriers to attendance by Pupil Premium students removed.	Vice Principal – Curriculum overall analysis of holiday revision/ intervention programme to SLT and Governors via Curriculum & Quality committee

**Actions focused on supporting the families of pupil premium students.**

**Objective 5:** To provide support to help parents/carers to better support their child/ children's' learning.

Action	Date	Personnel responsibility	Outcome	Monitoring
E.Improve strategies to encourage and assist greater numbers of parents and carers to attend review meetings	Strategies in place Year 7 – pastoral parents/carers meeting October 2017 And ongoing as per dates in calendar	Head of Transition With DHOS	100 % of parents/carers are contacted and progress communicated. Parents give feedback on preferred methods of communication and frequency	Heads of Houses feedback summary of methods used to engage all parents/carers after each cycle of parent/ carer reviews. Scrutiny by Head of Transition. Regular feedback to P&M committee
E.Produce and 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	Sept 17	Heads of Subject, DHoS, AVP team	100% of parents can access information guides	Parent/carer feedback on
Ensure flexibility fund in order to respond to need in key areas of pupil premium support	17/18	HofS	That a rapid response is available to the priorities faced by pupil premium students.	Through sustainable plan

Current projected spend 631,145

6. Review of expenditure	
Previous Academic Year	2016/2017

**Actions focused on supporting achievement and progress**

**Objective 1:** To develop an effective infrastructure that supports the raising of attainment and narrows the gap.

Action	Outcome	Resource cost	Status
To increase the services of two teaching consultant Maths teacher to 3 days a week	Teaching allows for smaller group sizes with year 11 intervention cohort.	£35700	In place with additional support for the revision period.
Revision Conferences – prepare students for examinations and address low aspirations (60% contribution)	Targeted students receive intensive revision and support.	Residential £4800  Staff costs £1200	First conference completed with second scheduled and organised.
Literacy & Numeracy withdrawal in place Employment of specific Numeracy and Literacy PSA (80% contribution)	Targeted students receive intensive revision and support	£55,000	In Place- termly impact statements now in place. The average reading age in September 2016 was 9.08 years old and this increased by nine months to 10.05 years old, in May 2017
Accelerated Reading Programme (Renaissance Learning) (64% contribution)	All students can be accessed and relevant reading materials assigned that allow for progression	Total cost £35,856 PP contribution £22,948	In Place- termly impact statements now in place. The average reading age in September 2016 was 9.08 years old and this increased by nine months to 10.05 years old, in May 2017
Creation of a Literacy Team to close the gap between chronological age and reading age (1x TLR 2B honorariums)	The Team drives literacy and reading strategies across the academy encouraging reading and demonstrably improving reading ages to chronological ages including termly foci, campaigns and strategies shared with staff	£4500	In Place The average reading age in September 2016 was 9.08 years old and this increased by nine months to 10.05 years old, in May 2017
To extend the provision of LEXIA and 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 both packages.	Lexia- Ruth Miskin- at £12000	Ready to start for September 2017
Expansion of year 7 nurture	Additional capacity for	£25,293	In place, re structure has

group provision to two groups with nurture team of staff including trained primary teacher, assistant SENCo and one additional fulltime nurture teacher (50% contribution)	small group support created for those students with PP and specifically poor basic skills		created a nurture group for 7 & 8 with a semi nurture set. Now expanded to year 9 for 2016/17. Vulnerable students better supported – reduction in negative incidents for this cohort
One to one LAC tuition (4 x student in including 1 Y11)	Bespoke support in core subjects (alternate weeks) for the individual students Targets to be shared in ePEP	£30 per week x4 £3360	5 CLA students, Mentored support with small group intervention. 2 X behavioural support and multi agency meetings held at SAN
Incentive programme to support the development of positive student attitudes to learning (part contribution)	Increase number of PP students judged to be expert or advanced learners each half term (baseline 23 October 15)	£5,000	New SLT appointment with remit of extending A2L programme
Create a Pupil Premium Champion Honorary post to drive the academy wider Pupil Premium strategy for closing the gap	Pupil Premium students given focused, bespoke and additional support. Champion drives academy wide strategy, identifies where the gap is not closing and implements strategies to address this	£3000	In place – DHOS works with PS and Att to drive attendance strategy
To introduce an extra-curricular support programme which promotes independent learning to deepen pupils' knowledge and understanding (1.1 ADP)	DHoS to review the uptake of academic extra-curricular programme on six-week cycle to evaluate the impact on pupil progress. Pupil Premium students to be signposted to specific support.	Staffing costed at £20000	Enrichment programme fully in place for Autumn term 40% of student body attend some form of enrichment throughout the year
To provide pupils with on-going training on the use of effective revision skills. (1.4 ADP)	AVP - Teaching & Learning will evaluate the 'conference' style activities provided to equipped pupils with	Conference costs at £3000	Revision structures now in place through tutor and after school sessions Increased student engagement resulted in

	independent learning skills.		these students having the highest progress score
To provide Saturday morning revision classes for Year 10 and 11 students and students who require additional needs support. Target attendance by Pupil Premium cohort	HoS to monitor and evaluate progress. Parents/carers to be provided with a weekly report.	Staffing costs at £15000	Saturday sessions now fully underway Increased student engagement resulted in these students having the highest progress score

### Actions focused on improving attendance

**Objective 2:** To improve attendance and reduce the impact on students' progress and achievement

Action	Outcome	Resource cost	Status
To maintain an attendance liaison officer with a specific attendance improvement role of narrowing the gap.	Weekly attendance shows a narrowing of the gap between pp and non pp students.	Post Grade 8 £26,000 (plus on costs)	In Place PP ended year at 90.9 compared to non PP 93.7
Reinforce the importance of attendance by developing weekly attendance house prizes. To be presented in communal areas. (64% pp contribution)	Improvements evident in comparisons of attendance each half term.	(Total cost £8500) PP contribution £5525	In Place Tutor group prizes awarded as appropriate
Reinforce the importance of excellent punctuality by developing weekly attendance house prizes including 100% week and 100% fortnight competitions for Tutors, 100% term prize draw and Champions League.. To be presented in assemblies. (64% pp contribution)	Improvements evident in comparisons of punctuality each half term.	Total cost £8500) PP contribution £5525	In Place Tutor group prizes awarded as appropriate
Create a Pupil Premium Attendance Discretionary Fund. (e.g. to be used supporting with transport costs )	Removal of financial barriers to any individual's attendance.	£5000	In Place Supported by SFI
To introduce a daily academy mini bus service for students living off direct regular bus routes and connections and those with medical issues to encourage daily attendance	Improved attendance and punctuality by students supported by the service. Reduction in students at risk of	Staff additional at £3000	In place on a needs basis, supported by SFI

	becoming OTPAs or PAs		
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**Actions focused on addressing the complex social, emotional and behavioural needs**

**Objective 3: To address barriers to learning and attendance**

Action	Outcome	Resource cost	Status
To negotiate a contract with City Health Care Partnership for 30 hours a week School Nurse.	Academy is able to provide or signpost support required to individual students families.	£15,210	3 days emotional health, medical and attendance support in place. Fully utilised, waiting list in place. Student success as a result (though not all improve)
Listen up Programme (anger management support)	Students demonstrating greater ability to cope and learn. This is reflected by decrease of behavioural events.	Every Wed pm £1300	In place as well as in house anger management support
To appoint an additional EAL Progress Support Assistant to support the work of the EAL coordinator To appoint an ESOL co-ordinator 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)	Cohort leader for EAL is able to track progress but also review necessary intervention and deploy support from the EAL PSA.	UQT Scale £26,000 PP cost £1800	In place Student development of English has improved but there is still a long way to go for many.
To ensure high calibre pastoral support with experienced, dedicated support for each student via appointment of top quality assistant heads of house.	Line management through house structure	5 X £26000 + on costs £130,000 + on costs	In Place Parental feedback highlights this the top area of satisfaction throughout the Academy

**Actions focused on enrichment beyond the curriculum (developing the whole person)**

**Objective 4: To provide a safe environment that allows for extended learning opportunities.**

Action	Outcome	Resource	Status
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		cost	
To extend the range of extra-curricular activities which are offered to students.	Half term enrichment participation reports show increasing participation	£6000	Increased enrichment programme in place. Reviewed by the Active team May 2016
EAL reading for fun programme (this will be staffed by additional EAL PSA therefore no additional staffing costs however –  Training of staff and set up costs of appropriate material	Students improve their reading age (see AR tests) but also report that they feel happy and part of the academy.	£5000	Students are now subject to an induction phase during tutor time with access to a large amount of reading materials.
To allow year 7 students a cultural learning experience in their local environment ( 70% pp contribution)	Students have the opportunity to visit a local attraction and allows social interaction with community	£5463	Students supported the NOATS and other external events including Christmas performances
Create a Pupil Premium Revision/ Booster Discretionary Fund. (e.g. departments able to bid for relevant funding to encourage the attendance of pp students to half term revision for example )	Analysis of students attending holiday booster/ intervention programmes increasing. Barriers to attendance by Pupil Premium students removed.	£12,000	In Place- funding the Saturday sessions And Thursday KS3 booster sessions.

### Actions focused improving progression post 16

**Objective 5:** To ensure students receive impartial quality advice and guidance and if appropriate are supported with alternative provision that enables barriers to future learning pathways to be removed.

Action	Outcome	Resource cost	Status
Contract with Humber EBP to assist applications to and successful transition to 6 <sup>th</sup> form.	Students experience mock interview, 6 <sup>th</sup> form preparation events and visits to Universities	£3000 Total cost	6 <sup>th</sup> form events have occurred along with careers talks and a full programme of enterprise events. Increased numbers of students attending at SAW. All but 1 year 11 students



			accounted for Post 16
Employment of specific year 11 assistant qualified to support careers progression	All Y11 students complete careers interviews with industry specialists and have clear progression route for their further education, training and career path	£26000 total cost	MAT careers appointments all in place All but 1 year 11 students accounted for Post 16

**Actions focused on supporting the families of pupil premium students.**

**Objective 5:** To provide support to help parents/carers to better support their child/ children's' learning.

Action	Outcome	Resource cost	Status
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 preferred methods of communication and frequency	£10,000	Refined systems have led to higher parental engagement at parents evenings and also better feedback
Produce and disseminate 'Simply Sirius' guides for parents/carers on aspects of their child's education and wellbeing including supporting homework, attendance, revision, bullying etc	100% of parents can access information guides	£2000	Guides created but pending website distribution

**7. Additional detail**

**How do the school measure the impact of the Pupil Premium?**

Designated staff member in charge: Mr S Jennison  
Nominated Governor: Mrs A Medlicott-Revell

The Academy tracks the attainment progress of all students, and success will be evidenced in collated data, including actual GCSE outcomes (A\*-C in English and Maths), Progress 8, Attainment 8 and the % of students achieving the EBacc. Within our data, we make direct comparisons between the progress of our Pupil Premium and LAC students with those not in receipt of the additional funds. We also compare the progress of students in receipt of Pupil Premium funding against

national data so that we can judge the impact of our work in a broader context. The school has analysed the outcomes very carefully to evaluate the effectiveness of specific support and activities undertaken. In virtually all cases, we propose to continue with the activities undertaken in 2016-2017, increasing or decreasing the funding allocation where appropriate. A similar tracking process is in place to monitor pastoral data including attendance, persistent absenteeism and exclusions.

The Senior Leadership Team, along with Directors all subject areas, plan a yearly intervention strategy based on: end of key stage results; progress between key stages; and subject data collections. Evaluation of Key Performance Indicators for: Key Stage 4 progress and the impact of Key Stage 4 interventions in literacy and numeracy. These meetings are structured in to different areas in accordance with new specifications.