

# Pupil Premium Strategy Statement 2018-19: Staffordshire University Academy

## Rationale

At Staffordshire University Academy, all members of staff including Governors accept the responsibility of ensuring that Pupil Premium funding is used effectively to support progress and narrow the achievement gap for those students who qualify for it.

## Information about the Pupil Premium funding

Pupil Premium provides funding is allocated on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2016, the premium will be worth £935 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

Summary Information					
Academic Year	2018/19	Total PP Budget	£203,830	Date of most recent PP Review	<i>Forthcoming Nov'18</i>
Total Number of Students	601	Number of Students eligible for PP	218 (39%)	Date of next Internal review of this strategy	December 2018

Current attainment				
	Students eligible for PP in 2017/18 (31 Students)	Students not eligible for PP in 2017/18 (56 Students)	Gap (PP vs NPP)	
			2016/17	2017/18
Achieving Basics (En and Ma at 4+)	23%	57%	-40%	-34%
Progress 8 score average (from 2017/18)	NA	NA	-0.3	NA
Attainment 8 score average (from 2017/18)	27.24	43.09	-12.01	-15.85

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	In Years 7, 9 – 11. Pupil Premium students entered Year 7, on average, with lower basic skills (literacy), which does not improve rapidly enough.	
<b>B.</b>	High attaining pupils who are eligible for PP do not make enough progress, and fall behind their peers.	
<b>C.</b>	Low aspirations	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for disadvantaged students are lower compared to other students.	
<b>Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and achievement of disadvantaged students.	<ul style="list-style-type: none"> <li>To have increased progress for literacy amongst learners.</li> <li>KS4 to have increased literacy skills in readiness for public examinations. KS3 to show a significant improvement through the use of Accelerated Reader Programme. Measured termly – By Summer term 100% students to meet expected reading development of 12 months, 50% exceed reading development of 18 months.</li> </ul>
	<b>How will it be measured?</b> Termly Progress Checks (All Yr Groups) Accelerated Reader Assessments; Sound training results; Attendance figures	
<b>B.</b>	Improved rates of progress and engagement by higher ability disadvantaged students	<ul style="list-style-type: none"> <li>Higher ability disadvantaged students achieve in line with ability and ‘other’ students.</li> <li>Ensure that students have access to suitably challenging material in lessons. This should be evident from 80% of High Attaining PP cohort at KS3 making expected progress. KS4 students should be achieving expected progress evidenced through Teacher prediction, and ultimately, summer examinations.</li> </ul>
	<b>How will it be measured?</b> Termly Progress Checks (All Yr Groups) Typicality walks against criteria specifically for HPA student Summer Examinations	
<b>C.</b>	Offer a breadth of culturally rich, experientially-led, activities for students to engage with.	<ul style="list-style-type: none"> <li>All KS3 Students to have access to a ‘Cultural Capital passport’, which will ensure all students have access to a determined list of enriched activities.</li> <li>All disadvantaged KS4 students to follow a similar programme, with an enhanced IAG focus.</li> </ul>
	<b>How will it be measured?</b> Student Voice Student exposure to external events All PP students to have received substantial interactions with employers.	
<b>D.</b>	Increased attendance rates for pupils eligible for FSM.	<ul style="list-style-type: none"> <li>Gap narrowing further between FSM and other students (working towards 1% decrease). Significant reduction PA absence – This to continue to be below national average for similar students.</li> </ul>
	<b>How will it be measured?</b> Attendance and monitoring checks: reduction in Persistent Absentees Monitoring of visits to families	

Planned expenditure 2017/18							Review (RAG)		
Desired Outcome	Chosen action/approach	Intended Cost	What is the evidence and rationale for this choice? <i>Evidence is indicated in red</i>	Intended outcomes (targets)	How will you ensure it is implemented well?	Staff Lead	Dec 18	April 19	July 19
A.	To continue to embed Sound Training system and incorporate the use of Lexonik Leap.	£14,500	<ul style="list-style-type: none"> <li>Sound training was introduced last year and was hugely successful with our students.</li> <li>We continue to identify in our summer exam analysis, including question level analysis (QLA), disadvantaged students struggled to access certain elements of exam due to low-literacy.</li> <li>A particular struggle came from comprehending the command words in questions.</li> </ul>	<ul style="list-style-type: none"> <li>KS4 disadvantaged students to have a secure knowledge of the fundamental skills for language acquisition for curriculum-based vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to have accountability for improving literacy for each mini-cohort that is identified.</li> <li>Line managed by SLT.</li> <li>Weekly interventions, monitored and tracked.</li> </ul>	KW AB  AHH AB + TA's			
			<ul style="list-style-type: none"> <li>Disadvantaged students enter Academy, on average, below their peers with literacy skills – we want to close this gap. <i>LPA Average across all years = 16%. National Average 13.2%</i></li> </ul>	<ul style="list-style-type: none"> <li>All KS4 identified disadvantaged students to complete programme by May 2019.</li> <li>KS3 Students to be introduced to the lexonik leap system.</li> </ul>	<ul style="list-style-type: none"> <li>Progress Team key staff to lead</li> <li>Weekly sessions, logged and monitored on national database.</li> </ul>	KW AB  AB			
A.	To continue to use Accelerated Reader programme, Nessie and Reading Solutions.	£9,000	<ul style="list-style-type: none"> <li>Students continue to make sustained progress with these national initiatives. <i>2016/17 Y7 and Y8 PP Students made an average 20 Month Progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>Instil a love of reading</li> <li>Dedicated time built into curriculum – a minimum of one hour per week at KS3</li> <li>Increased communication with home to ensure reading occurs outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained in using programme effectively.</li> <li>SENDco Lead, accountable SLT.</li> <li>Pastoral staff to lead</li> <li>Increased Newsletters, letters and online communication</li> </ul>	AHH  AHH  SP NH CS TH			

Completed September 2018

by: M.Allsopp Vice Principal

			<ul style="list-style-type: none"> <li>Parent Workshop to occur in school library to help identify importance of reading and accessible texts.</li> <li>Increased celebration through assemblies.</li> <li>Students to have achieved in excess of 20 Months progress in reading age, correlation can be identified between interventions and other curriculum attainment.</li> </ul>	<ul style="list-style-type: none"> <li>HoY to organise with SENDco</li> <li>Designated celebration assemblies</li> <li>SENDco to lead and monitor interventions. Monthly updates shared with SLT.</li> </ul>	TH CS KW			
		<ul style="list-style-type: none"> <li>KS3 are key years in developing missing literacy development from KS2. <i>Y7 – 17%; Y8 – 24% Level 3 or below</i></li> </ul>	<ul style="list-style-type: none"> <li>All identified students to make 100% expected progress by Summer term; 50% to make above expected.</li> </ul>	<ul style="list-style-type: none"> <li>Termly Progress Checks</li> </ul>	AHH CG HoY			
		<ul style="list-style-type: none"> <li>Writing and extended writing continues to be a weakness in literacy development. <i>Ofsted 2017: 'little difference in pupils' basic literacy over time.'</i></li> </ul>	<ul style="list-style-type: none"> <li>All students to take part in DEAW (Drop Everything and Write) Days.</li> <li>Students will have an increased accuracy of SPAG of at least 20% from the baseline.</li> <li>Students to undertake written work in their CHARACTER@SUA sessions</li> </ul>	<ul style="list-style-type: none"> <li>Led by SENDCo and Director of English</li> <li>Monitored by SEND team.</li> <li>To be part of weekly tutor activities</li> </ul>	KW SP	KW AB	BA CS ScW IK CS RF	

A, B, D	To continue to offer provision to ensure students attend and then exceed at school.	£67, 115	<ul style="list-style-type: none"> <li>Some of our disadvantaged students have extended and sophisticated needs that can act as barriers to their education. <i>School Deprivation index: 0.25 – National: 0.22; Catchment falls within identified area of ‘High’ risk versus National Comparators. 70% of all referrals to Chaseview were from PP students.</i></li> </ul>	<ul style="list-style-type: none"> <li>Contribution to pastoral co-ordinators support year groups across the academy, providing support to students and their families.</li> <li>Each year has a targeted monitoring group of around 15 PP students.</li> </ul>	<ul style="list-style-type: none"> <li>Line Management of PC’s by SLT Link, LA.</li> <li>All Students</li> <li>AVP to monitor and track with Welfare officer. HoY to report back weekly on SEMH concerns.</li> </ul>	ScW HoY PC’s			
			<ul style="list-style-type: none"> <li>Many Students struggle to have the right start to the day <i>Student voice suggests overwhelming number of PP students do not have breakfast routine.</i></li> </ul>	<ul style="list-style-type: none"> <li>Breakfast Club – provides a healthy start to the day, improved concentration and meet and greet strategy.</li> <li>Last year 43% of attendees were PP, Raise to 60%.</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated PP mentor runs Breakfast Club.</li> <li>Provision Line Managed by SLT</li> <li>PP mentor to monitor attendance and promote and target students.</li> </ul>	BW  AHH  AB GM CT AHH			
			<ul style="list-style-type: none"> <li>Our Pastoral Co-ordinators and Attendance manager are crucial in bridging communication between home and school, and they are all trained in offering the very best support to the wider school community.</li> <li><i>Ofsted 2017: ‘Leaders have not used pupil premium funding well enough to boost the progress and attendance of disadvantaged pupils.’</i></li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged PA to continue to reduce or at least be in line with national</li> <li>Immediate action for any students who fall to less than 95%</li> <li>Closer tracking of PA students, particularly if FSM.</li> <li>Reduced PA (Reduced to 13%; Focus on FSM Students) and increased Whole School attendance (96%)</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Officer to track attendance interventions weekly.</li> <li>Increased presence of Attendance tracking around school.</li> <li>Weekly attendance updates, of targeted cohorts</li> <li>Raised profile, weekly tracking; Report to Governors</li> </ul>	OG  CS TH IK RF SM  OG  HoY			

				<ul style="list-style-type: none"> <li>Use Attendance Officer, minibus (and driver) to support specific attendance strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly attendance updates, of targeted cohorts</li> </ul>	OG			
B	To stretch and challenge disadvantaged students	£12,500	<ul style="list-style-type: none"> <li>To ensure that the high attaining students achieve the best outcomes. <i>HPA PP GCSE Results 2017: P8 - 3.45</i></li> </ul>	<ul style="list-style-type: none"> <li>Intervention manager to oversee progress of KS4 students, ensuring stretch is offered in enrichment activities.</li> <li>Use PiXL Club as a vehicle to stretch HPA PP students.</li> <li>PP Mentors deliver identified content to HPA PP students at KS4.</li> <li>All KS3 HPA PP Students take part in Brightsparks University</li> <li>All HPA students to engage with the AIM programme</li> </ul>	<ul style="list-style-type: none"> <li>Line managed by SLT</li> <li>Weekly Mentoring Sessions</li> <li>Intervention manger line managed by SLT</li> <li>Bi-Monthly meeting with Mentors, led by AP</li> <li>Year Long programme. Part of ADP, linked to SLT.</li> <li>Lead by member of leadership team</li> </ul>	BA VB  VB VB  BA  BA			

C	Cultural Capital Passport	£9, 500	<ul style="list-style-type: none"> <li>To introduce and embed a Cultural Capital Passport. <i>Deprivation index – 0.25; Above National NEET in Cannock Chase area;</i></li> </ul>	<ul style="list-style-type: none"> <li>All Students to complete Passport</li> <li>All students to experience 2 significant events</li> </ul>	<ul style="list-style-type: none"> <li>Launch Passport</li> <li>Ensure that all students experience 2 events.</li> <li>Share results with all stakeholders.</li> </ul>	MA HoY MA			
D	To narrow the gap between disadvantaged boys and non-disadvantaged boys.	£20, 000	<ul style="list-style-type: none"> <li>Disadvantaged boys significantly underperform at KS4. <i>GCSE results 2017: PP Boys -0.91</i></li> </ul>	<ul style="list-style-type: none"> <li>Attainment 8 score for disadvantaged student's to improve from 27.24 to at least 40.</li> <li>Reading age data demonstrates above chronological gains for all PP students.</li> <li>Book look feedback acknowledges impact of DIRT – specific focus on Boys</li> <li>Dedicated PP Mentors to intervene and mentor students. Record interventions on Action Plan</li> <li>100% of PP Boys to engage with Progress Centre support for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Progress 8 score analysed at each Yr11 progress check.</li> <li>Reading progress checked three times per year.</li> <li>Regular book looks</li> <li>Focus Weeks</li> <li>Weekly Updates to Intervention manager;</li> <li>Managed by SENDCo (leader of Progress Centre)</li> </ul>	MA HHO  AHH  All Staff MA  SH   KW			
B	To enrich the life chances of disadvantaged students, by offering opportunities to enhance their education.	£20, 015	<ul style="list-style-type: none"> <li>To ensure that feedback is effective and purposeful to students.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of Dedicated Individual Reflection Time (yellow boxes) provides sustained improvements through individualised feedback.</li> <li>Provision of equipment to departments to support students to ensure no</li> </ul>	<ul style="list-style-type: none"> <li>Calendared book looks</li> <li>Moderation (Monthly)</li> <li>Clear procedure in place; Subject leads to instigate and</li> </ul>	All SLT   All			

				<ul style="list-style-type: none"> <li>hardship hinders learning</li> <li>Implementation of MyMaths</li> </ul>	<ul style="list-style-type: none"> <li>Effort and Attainment tracked weekly</li> </ul>	TS			
			<ul style="list-style-type: none"> <li>Encouragement and financial support for participation in extra-curricular activities, residential and trips.</li> </ul>	<ul style="list-style-type: none"> <li>All PP extra-curricular attendance is monitored, and look to increase PP participation to a minimum of 60% of sessions offered.</li> <li>Work experience placements supported and student voice will demonstrate positive impact.</li> </ul>	<ul style="list-style-type: none"> <li>Regular analysis of participation</li> <li>Student voice</li> <li>All students will attend WEX and complete log</li> </ul>	PC's  ScW HoY; PC's			
			<ul style="list-style-type: none"> <li>Contribution to support work experience <i>Deprivation index – 0.25; Above National NEET in Cannock Chase area; Local unemployment – 4.9%</i></li> </ul>	<ul style="list-style-type: none"> <li>Y10 Students to receive tailored Work Experience</li> <li>Careers Fair</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Year/PC's to co-ordinate</li> </ul>	IK			
			<ul style="list-style-type: none"> <li>Allow staff to bid in for enrichment opportunities to offer disadvantaged students. <i>Deprivation index – 0.25; Above National NEET in Cannock Chase area;</i></li> </ul>	<ul style="list-style-type: none"> <li>Increased opportunities and experiences for disadvantaged Students.</li> </ul>	<ul style="list-style-type: none"> <li>Launch with Staff/Subject areas.</li> <li>Impact Reports for each successful bid reported to governors.</li> <li>Analysis of student voice</li> </ul>	HoF  MA  ScW			
A	To ensure that the correct levels of Social, Emotional and Mental Health support is offered to Students	£36, 200	<ul style="list-style-type: none"> <li>Social, emotional and mental health support; provision of counselling and contribution to CVSC. <i>MHFA: 'rates of depression and anxiety increased 70% in 20 years. Disadvantaged students have 1 in 4 chance of being seriously neglected, physically attached or abused at some point in their lives (NSPCC 2011)</i></li> </ul>	<ul style="list-style-type: none"> <li>Students to be offered support/workshops</li> <li>All Students to have assemblies sharing</li> <li>All staff to receive training on Mental Health and Neglect.</li> </ul>	<ul style="list-style-type: none"> <li>Track and monitor interventions and impact on Progress and Behaviour (termly)</li> <li>Trained staff to deliver sessions.</li> </ul>	JP AHH  JP AHH			



ABCD	To create an urgency and ethos based on high profile intervention to narrow the gaps for disadvantaged students.	£N/A	<ul style="list-style-type: none"> <li>The legacy of underperformance for PP students is not a positive one. <i>Ofsted 2017: '[Historically]Lower-ability pupils and lower-ability and middle-ability disadvantaged pupils underachieved significantly in the core subjects of English, mathematics and science'</i></li> </ul>	<ul style="list-style-type: none"> <li>All staff to recognise importance of disadvantaged performance.</li> <li>Attend national PP conference and training to ensure strategy is relevant, up to date and offering impact.</li> <li>Prominent in the ADP. PP lead SLT.</li> <li>Staff training to raise profile of PP, knowledge of the strategy and understanding of how to deliver it.</li> </ul>	<ul style="list-style-type: none"> <li>Increased outcomes of PP students</li> <li>Work towards no gap between PP and Non-PP</li> <li>Regular reports to governors and meeting with lead governor.</li> </ul>	MA				
<b>Intended Spend</b>										<b>£214, 805</b>

For review of 2017/18 – Please see **Impact Report of Pupil Premium 2017/18**