



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2019

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Assistant Heads of Year	£55,156.00	Green
Attendance Team	£47,575.00	Green
Additional Maths, Science, ENGLISH OOSHL	£30,000.00	Yellow

Pupil premium strategy / impact

1. Summary information							
Academic years	2019-2021		Total PP budget (3 year)	£1,551,000		Date of most recent PP Review	09/19
Total number of pupils	1166		Number and %age of pupils eligible for PP	654	57%	Date for next internal review	01/10/19 05/01/20
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	Indication £30,480
Number of PP eligible pupils by key stage	355	234	Budget split by key stage	£98,120	£418,000	Number of pupils with dual eligibility PP/catch-up	56
Allocation of PP funding (P/A)	Ever 6		£516,120	LAC	£7,500 (5 students)	Service Children	£ 0

2019 Outcomes	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils eligible for PP (national average)
Progress 8 score average	-0.41	0.42	0.15	-0.35
Attainment 8 score average	36.90 (3.69)	47.34 (4.73)	50.09 (5.01)	38.71 (3.87)
4+ Basics	39.2%	50.8%	71.7%	47.6%
5+ Basics	20.6%	29.5%	48.8%	26.3%



Catch-Up Premium
SPA 2018 2019.pdf

2. Planned expenditure 2019 - 2021		
Improve the progress of disadvantaged students through high quality teaching and learning		
i. Quality teaching for all		
Action	Intended outcome	Cost
<p>Ensure that the curriculum is fit for purpose for disadvantaged students</p> <p>All teachers to understand their curriculum and plan lessons to meet the needs of their pupils</p>	<p>To ensure all students have the option, in addition to core subjects, to choose courses that are beneficial to their needs</p> <p>Each teacher identifies and understands the needs of underachieving micro pops in their classes/subject</p> <p>Planning and wave 1 intervention reflects needs and underachievement</p> <p>Inset training on what 'curriculum' means and how this is best expressed.</p> <p>HOD led adaptations of the UL resources so that it is not 'one size fits all'</p> <p>Staff training on what the data means/use of ILPs/EAL needs etc. so lessons can be well adapted</p>	<p>No additional cost</p>



<p>Ensure that the targets that have been set for disadvantaged students at Sheffield Park Academy are aspirational</p>	<p>Ensure that all staff are able to use SISRA to access targets and plan appropriately by SEPT</p> <p>Monitor how the targets are being used by teachers to plan effectively</p> <p>All KS4 students are able to accurately articulate their targets</p> <p>Targets used by HOD / PP Champions to select students for planned interventions</p>	<p>No additional cost</p>
<p>Ensure that disadvantaged students are represented in all sets but in particular higher sets across all faculties</p>	<p>HOD to assess the distribution of disadvantaged students in sets.</p> <p>Through Line management meetings challenge any movement of disadvantaged student's ability sets.</p>	<p>No additional cost</p>
<p>Ensure that all staff are using data when planning for disadvantaged students</p>	<p>Training for data access – ensure all staff access Progresso effectively</p> <p>QA to have a disadvantaged student focus</p> <p>Tutors to have academic discussion with students after data entry</p> <p>LM and match meetings used rigorously to identify underperformance</p>	<p>Training costs £3000</p>
<p>Ensure each department have a named Pupil Premium Champion</p>	<p>Champion to complete department audit by 10-09-19</p> <p>Champions to have completed PP section of DIP by 07-10-19</p>	<p>No additional cost</p>



<p>Ensure that all Line management / HoD / ELT / SLT meetings have a strong teaching and learning focus on disadvantaged students</p>	<p>Disadvantaged results analysis by MSY / MWA / SLT by end of each AP. Findings discussed with HOD during LM meeting and T report meetings</p> <p>Disadvantaged students a standing agenda item for all strategic meetings</p> <p>Teaching and learning team to drive strategies across the school and evaluate the effectiveness of these.</p> <p>Strong practice to be shared across the school.</p> <p>All staff aware of the teaching and learning strategies created to promote the progress of PP students.</p> <p>Coaching observations and conversations identify areas for development</p> <p>Learning walks regularly with targeted feedback to improve practice</p> <p>HODs more involved in monitoring and feedback to have more regular/immediate impact</p> <p>HOD/CAL CPD pathway to develop skills</p> <p>Embed Rosenshine and TLAC into all lessons and focus all feedback, training and support around improving these aspects of lessons</p>	<p>No additional cost</p>
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<p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged students</p>	<p>All staff aware of the teaching and learning strategies created to promote the progress of PP students.</p> <p>Use Rosenshine and TLaC</p> <p>Teaching and learning action plan in place and shared with ELT.</p> <p>PDP sessions to ensure common practice and focus on disadvantaged students</p> <p>QA activities to provide evidence of impact of strategies</p>	<p>No additional cost</p>
<p>Support Heads of Department in effectively delivering school wide teaching and learning strategies developed for disadvantaged students and ensuring that they are used consistently</p>	<p>CPD opportunities are bespoke to the needs of staff and the impact of these are measured.</p> <p>ELT meetings to have regular focused discussions on disadvantaged students.</p>	<p>No additional cost</p>
<p>Ensure that assessment and feedback is effective for disadvantaged students and this is planned for in lessons</p>	<p>Assessment and feedback policy in place and shared.</p> <p>Lesson visits and work scrutiny focuses on disadvantaged groups.</p>	<p>No additional cost</p>
<p>With support the teaching and learning team HOD to ensure the quality of teaching within the academy is consistently good</p>	<p>Regular line management meetings with team.</p> <p>Additional capacity to complete associated activities</p>	<p>No additional cost</p>



Develop the literacy and oracy levels of disadvantaged students	Literacy intervention programme delivered across the school McGraw Hill programme Accelerated reader programme	LRC £20,459 MH £3,000 ARP £3,000 Other £9,000
Develop the teaching and learning disadvantaged boys are receiving and put strategies in place to promote progress and engagement in learning	Complete a data review of disadvantaged boys. Discuss findings at ELT Create strategies that focus on this cohort.	No additional cost
Ensuring all students have equal access to facilities and equipment		Technology contributions £8,000
Total budgeted cost		£46,459 (Per year)



ii. Targeted support and intervention

Effectively use data tracking based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions

Action	Intended outcome	Cost
Ensure all departments have in place high quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge	To ensure accurate tracking Ensure robust QLA from each assessment HOD to fully understand specification and examination nuance	No additional cost
Create an effective accountability cycle in which the progress of all disadvantaged students is discussed, resulting in effective in and out of class interventions	Weekly for English and maths Monthly for all other departments Use the middle leader's forum to ensure the right students are being targeted.	Additional OOSHL core subjects tutoring £30,000
Use accurate data to target disadvantaged students for high quality interventions	LM Meetings and ensuring attainment through MSY	No additional cost
Effectively use data to target literacy programmes for disadvantaged students	Ensure LM effectively review and Literacy lead	No additional cost

Monitor the effectiveness and quality of the interventions that disadvantaged students receive through QA and data tracking	Pupil Premium Champions to monitor outcomes of interventions and feed into DIP	No additional cost
Ensure bespoke provisions and behaviour management programmes in place and targeting students when required		Inclusion £10,000 Targeted project £5,000
Ensure all PP students have required revision materials and examination guides.		Eng texts £5,500 Revision guides £5,000 Educake £500 GCSE Pods £1,500 Hegarty £1,000
Total costs		£58,500 (Per year)



iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Monitor the progress of all disadvantaged students in terms of achievement, progress, behaviour and attendance after each data entry	Behaviour team to provide data on PP students and identify problem areas. Department strategies to ensure attainment of PP students Information to feed into MSY and match meetings	Behaviour £21,556 SLT Secondment £13,644 Alternative prov £5,000
Monitor Sanction 1, 2 and 3 data of disadvantaged students	NLI to monitor behaviour and report on PP students	Inclusion £30,766 Intervention £30,551
Focus on getting parents of disadvantaged students into school through phone calls and meetings	HOD and HOY to monitor PP home calls positive and negative MSY host range of parent / carer revision sessions	No additional cost
Develop a range of attendance strategies to raise the attendance to school and to lessons of disadvantaged students	Attendance team to lead staff in promoting and importance of attendance and stating importance to students and parents / carers	Attendance (below)
Monitor the work of the attendance team in raising the attendance of disadvantaged students	Target 95% attendance (Last year 93.8%)	Attendance £47,575

Increase communication with parent / carers and raise values and aspiration of education	Host family support evenings at SPA for Y10, Y11 and VI Form	No additional cost
Use academic mentoring to promote parental engagement	Ensure parent / carer kept informed about academic mentoring programme and soft and hard targets	Mentoring £5,000
Create a parental toolkit to promote the leaning of disadvantaged students at home	Toolkit to be developed and linked to revision guidance	No additional cost
Ensure that transition programmes effectively engage families of disadvantaged students	MWA to work with primary colleagues and SSEL P to ensure that all families are engaged in the transition process	No additional cost
Monitor the work of student support workers in supporting disadvantaged families	To ensure close support through SAP	School nurse £19,210 CAMHS £12,527 SG £22,261 EAL 19,737 HLTA £19,696 Unravel £15,000

		Golddigger £3,652 Psychology £5,000
Provide a wide range of extra-curricular activities for disadvantaged students to engage with	Micro populations targeted to attend out of hours learning clubs and trips	Conway £22,500 OBT £7,000 Links £5,700
Ensure all disadvantaged students are supported and prioritised in accessing extra-curricular activities	Work with PE, Technology, Performing Arts and STEM clubs	Mini bus £6,500
Provide disadvantaged students with the opportunities to visit Higher Education establishments and work experience opportunities	Jamie's farm visit to assist with sensory and motor skills and psychological support through self-esteem and confidence	Visits £10,000
Provide disadvantaged students with opportunities to experience enriching cultural activities such as theatre and art galleries	To raise cultural capital	Visits 2 £5,000

Ensure that disadvantaged students are represented on the student council, peer mentors and any decision making forums within the school		ASDTI Student voice £1,000
Prioritise disadvantaged students for careers advice in all year groups	Work with Sheffield Futures and CEIAG coordinator and ensure all GATSBY Benchmarks are covered with a focus on work experience	Sheffield Futures £8,034 CEIAG £28,215 Aspiration £1,000
Monitor the work of the pastoral team in supporting disadvantaged students accessing the Student Charter	Ensure all students are using and monitoring Aspire	£5,500
Ensure that disadvantaged students access a high-quality transition programme	LBO coordinate	Summer school £3,000
Hardship fund – removing the stigma	Allowing all students to access learning and avoid stigma	Hardship £7,000 Breakfast £6,000 Biometrics £2,000
Provide students with alternative provisions to raise self-esteem and improve confidence	Provide access to Love Life (Bruce Dyer) and On Track to Achieve	£7,500



Total budgeted cost	£392,124
Total projected budget	£502,083
Budget available for reactionary intervention	£14,917

3. Impact Statement			
i. Quality teaching for all			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Assistant Heads of Year	Low	Posts moved to Targeted support for students	£55,156.00
Careers Coordinator	High based on Gatsby Benchmarks	Linked across Sheffield Futures provision and need to develop work experience	£28,215.00

Librarian's salary x 1 FTE	Expertise in supporting literacy and a love of reading	Pupils have access to appropriate, relevant and challenging materials that engage them in reading and which support literacy development throughout the academy.	£20,459.00
EAL Support & Teaching - 20%	High	Students immersed in English development. All students to access curriculum after 2 terms max	£19,737.00
HLTA support for PP students	High	Targeted support required	£19,696.00
Careers Sheffield Futures	High – Gatsby	Careers Coordinator / CEIAG provision through Sheffield Futures - To support the social and cultural development of disadvantaged pupils by providing bespoke CEIAG that expands their horizons in terms of their future career opportunities and the steps that they will need to take to access them.	£8,034.00
60% English text books	Moderate		£5,500.00
Visits	Raising cultural capital	Measure impact through Aspire	£5,000.00

Targeted project	Raising cultural capital	Measure impact through Aspire	£5,000.00
Alternative provision	High	Continue to monitor impact on behaviour, attendance and attainment	£5,000.00
Individual mentoring	Low	Need to focus on specific questions and develop confidence and independent learning skills	£5,000.00
Exam breakfasts	Medium		£4,500.00
Technology Contribution KS3	High	Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.	£4,000.00
Technology Contribution KS4 &5	High	As above	£3,000.00
Summer school	Medium	Smooth transition but low numbers	£3,000.00
Purchase of stock for LRC	High	Literacy and reading skills	£2,500.00

60% Read Write INC	High	Reading as reading at a level which is > 1 standard deviation from the norm in terms of their SRAS.	£2,000.00
Reading matters	High		£1,500.00
GCSE PODS	Low	Review use and re launch	£1,500.00
Library Services Sheffield CC	High	Library Services Sheffield CC. Securing loans of stock for LRC to ensure that all pupils have access to appropriate, relevant and challenging materials that engage them in reading	£1,300.00
Shakespeare Schools Festival	Medium	Developing cultural capital	£1,000.00
Hegarty	High	To be developed further	£1,000.00
Humanities revision guides	Medium	Link to T&L	£663.70
ASDTi Subs Student Voice	Medium	Use in conjunction with UL student survey	£500.00
Aspiration Day Costs	High	Raising Aspiration through careers fair	£500.00
Educake	Medium		£480.00

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Additional Maths Science English Out of Hours	Medium	Saturday school to be targeted	£30,000.00
Conway Trip 1 October Maths	Medium	Conway Trip 2 Feb Eng + Maths - Funding for Year 11 pupils in receipt of FSM to attend a3 day study residential (English and maths) to support their progress and attainment in those subjects.	£12,500.00
Conway Trip 2 English	Medium	Conway Trip 2 Feb Eng + Maths - Funding for Year 11 pupils in receipt of FSM to attend a3 day study residential (English and maths) to support their progress and attainment in those subjects.	10,000.00
Outward bound Trust	High	Developing self-esteem and confidence	£7,000.00
Links Partnership	Medium	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities.	£5,700.00

Intervention resources	Medium	Required – Need to be further targeted	£3,500.00
Love Life Sports Mentoring	High	Developing self-esteem and engagement in learning	£3,080.00
My Life Project	High	As above	£2,940.00
Edplace	Medium	Will not use this year	£2,787.00
Breakfast club food provision	Medium	Avoid stigma and ensure punctuality	£1,000.00

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Attendance Team	High	Attendance improved to 93.8% with some complex long term absentees.	£47,575.00
Inclusion Manager	High	To develop inclusion provision to ensure learning is maximised	£30,766.00

Intervention Officer	High	To ensure punctuality and attendance to learning especially at KS3	£30,551.00
Safeguarding Manager	High	Ensuring pastoral and safeguarding care and providing a bridge for students and staff to understand complex cases	£22,261.00
Behaviour Manager	High	Essential link between outside agencies, parent / carers	£21,556.00
School Nurse	High	Acute and Chronic health care	£19,210.00
Collins Donnelly	High	Specific psychological support to help students with mental health issues	£15,000.00
Behaviour SLT Secondment	Medium	Add capacity	£13,644.00
CAMHS	Medium	Provide support to complex families	£12,527.00
Internal exclusion works	High	Essential remodelling to provide a calm and focused learning environment	£10,000.00
Hardship uniform/food	High	Removing the stigma and ensuring standards	£7,000.00
1 Minibus Lease Costs & Transport subsidies	High	To ensure all students can access OOHSL	£6,500.00
Golddigger	High	Supporting vulnerable students	£3,652.00



Biometrics system upkeep - FSM removing stigma LA charge & software	High	Removing the stigma	£1,457.00
MLS Connect	Medium		£885.00
iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost

4. Additional detail

