

Sheffield Park Academy – Pupil Premium Funding 2018-2019

At Sheffield Park Academy

- We believe in the capacity of every pupil to achieve at the highest levels.
- We believe that social or financial disadvantage should never be an obstacle to a young person's life chances.
- We use every funding source and educational strategy at our disposal to remove barriers to success for our pupils.
- We encourage every pupil to believe in themselves and their potential to achieve.
- We support every pupil to take pride in their achievements and to always aspire to achieve even more.



'The Best in Everyone'

Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who:

- have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM')
- have been looked after continuously for more than six months (LAC)
- are children of service personnel

The Pupil Premium grant per pupil for 2018-19 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

The funding is intended to allow additional resources to be applied in improving achievement of students who are possibly disadvantaged by low family incomes. National data shows that FSM students are more likely to underachieve than students who are not entitled to FSM.

Use of Pupil Premium at Sheffield Park Academy:

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use this additional funding to support pupils from low-income families (or who are LAC). This is to ensure that parents and other stakeholders are fully aware of the attainment of pupils covered by the Premium.

A detailed breakdown of the academy's Pupil Premium spending for the 2018-19 academic year along with an analysis of the impact of the academy's Pupil Premium spending for the academic year 2017-18 can be found below.

**The Pupil Premium strategy is reviewed termly, the next review will take place in January 2019.*

*** Please note that all figures for progress and attainment in 2018 are not yet validated*

Review:

Scrutiny of Pupil Premium spending is carried out by the Executive Governing Body, who work with the Executive Principal and the Director of Business Services to evaluate the impact of pupil premium spending upon attainment and make decisions about its effective and efficient deployment. The Pupil Premium budget is reviewed by the full Executive Governing Body as an agenda item in at least one meeting per year and is reviewed thereafter by a named Governor.

Performance of Pupil Premium Pupils at Sheffield Park Academy in 2017-18

In 2015-16 the academy was placed 8th out of all schools nationally for 'Progress 8', with an overall P8 score of **+0.93**. In 2016-17 the academy's 'Progress 8' score **rose by 0.05 points to +0.98**.

In 2017-18 the P8 figure is 0.51

The progress made by disadvantaged pupils contributed significantly to these achievements with **over 50% of the cohort recorded as 'Ever 6 FSM'** in each of those years.

2017-18 - 139 pupils on roll at the end of KS4, of whom 76 were 'Ever6 PP' (referred to below as PP) and 63 'non-disadvantaged'.

Basics Measure:

- In 2017-2018 **43%** of pupils at Sheffield Park Academy achieved 'standard passes' of Grade 4+ in both English and Maths
- **37%** of disadvantaged pupils achieved this benchmark compared to **50%** of non-disadvantaged pupils
- In 2017-2018 **31.9%** of pupils at Sheffield Park Academy achieved 'strong passes' of Grade 5+ in both English and Maths
- **23.3%** of disadvantaged pupils achieved this benchmark compared to **41.9%** of non-disadvantaged pupils



Attainment in English:

- In 2017-2018 **51.9%** of pupils at Sheffield Park Academy achieved a 'standard pass' of Grade 4+ in English
- **43.8%** of disadvantaged pupils achieved this benchmark compared to **61.3%** of non-disadvantaged pupils
- In 2017-2018 **37.8%** of pupils at Sheffield Park Academy achieved a 'strong pass' of Grade 5+ in English
- **30.1%** of disadvantaged pupils achieved this benchmark compared to **46.8%** of non-disadvantaged pupils

Attainment in maths:



- In 2017-2018 **54.1%** of pupils at Sheffield Park Academy achieved a 'standard pass' of Grade 4+ in maths
- **49.3%** of disadvantaged pupils achieved this benchmark compared to **59.7%** of non-disadvantaged pupils
- In 2017-2018 **39.3%** of pupils at Sheffield Park Academy achieved a 'good pass' of Grade 5+ in maths
- **34.2%** of disadvantaged pupils achieved this benchmark compared to **45.2%** of non-disadvantaged pupils

Attainment 8:

- In 2017-2018 the 'Attainment 8' average points score per pupil at Sheffield Park Academy was **43.11**
- The 'Attainment 8' average points score for PP pupils at Sheffield Park Academy was **38.87**
- The 'Attainment 8' average points score for non-disadvantaged pupils at Sheffield Park Academy was **48.1**

Progress:

- In 2017-2018 the Progress 8 score for all Y11 pupils at Sheffield Park Academy was **0.52**
- The Progress 8 score for disadvantaged pupils was **0.32**
- The Progress 8 score for non-disadvantaged pupils was **0.75**
- Progress gap between disadvantaged and non-disadvantaged pupils at Sheffield Park is **-0.43**

Key Stage 3:

Pupil Premium funding impacts upon all pupils at Sheffield Park Academy and benefits pupils in Years 7 to 10 as well as impacting upon outcomes in GCSEs for Y11 pupils.

Year 7

At assessment point 5 (June 2018), Y7 **33.8%** of pupils were on track in mathematics, whilst **24.88%** were already exceeding expectations with regard to their progress.

50.93% of students were on track in English, whilst **28.04%** were already exceeding expectations with regard to their progress. There was a gap of **9.26%** between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of **4.08%** in English

Year 8

At assessment point 5 (June 2018), **44.55%** - of Year 8 students were on track in mathematics, whilst **38.61%** were already exceeding expectations with regard to their progress. **59.11%** of students were on track in English, whilst **11.82%** were already exceeding expectations with regard to their progress.

There was a gap of **10.69%** between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of **11.61%** in English.

Year 9

At assessment point 5 (June 2018) the vast majority – **34.90%** - of Year 9 students were on track in mathematics whilst **42.19%** were already exceeding expectations with regard to their progress. **41.67%** of students were on track in English, whilst **25%** were already exceeding expectations with regard to their progress.

There was a gap of **9.99%** between the performance of non-disadvantaged and disadvantaged pupils in and a gap of **11.11%** in English.

Impact – progress and attainment of Pupil Premium pupils in 2017-18:

GCSE

- 100% of disadvantaged pupils achieved the Languages element of the E-Bacc.
- 26.9% of disadvantaged students entered for Science achieved grade 5+.
- 43.3% of disadvantaged students entered for Science achieved grade 4+.

VI Form (Pupils who were classed as 'Ever 6 PP' during KS3/4)






- Our highest achieving pupil in terms of APS was an 'Ever 6 PP' student, who achieved Grade A in A-Level French and D*D*D* in BTEC L3 Business. She has progressed on to a Degree course in Law at Sheffield University (Russell Group)

The average 'applied general' grade for 'Ever 6 PP' pupils in Y13 was M+ and the average 'academic' grade was C-.















It is clear from the figures that despite PP students exceeding their peers nationally there is still a significant 'in house' gap between disadvantaged and non-disadvantaged students. United Learning and Sheffield Park Academy are working hard to eradicate this gap. We believe that a holistic collaborative approach to close the gap is required that encompasses KS3, KS4 and KS5. Review of this plan will take place after every AP data set and will be modified in real time to meet the needs of all disadvantaged students so that gaps can be bridged in attainment prior to students beginning KS4.

Pupil Premium Strategy:

In academic year 2017-18 the Pupil Premium at Sheffield Park Academy was spent as follows:

Spend	Improve-ment Focus	Amount Al-located	Purpose and impact	EEF Toolkit Strand / Evaluation
Attendance team salary contribution	Attainment and progress	£42,768	Attendance Team - Attendance of disadvantaged pupils is less than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data driven, mobile and well-re-sourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment.	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> 
Literacy and learning support	Attainment and progress	£24,257	English Learning Support – provision of specialist learning mentor within English department to enable 1:1 and small group tuition as well as to provide in-class support for targeted groups.	Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small> 
School Li-brary	Literacy	£32,796	Librarian's salary x 1 FTE - Librarian given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils. Librarian also responsible for the administration of the STAR accelerated reading programme.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> 
Engagement officers	Behaviour and engage-ment	£64,625	Engagement Officers - Provision of pastoral support to improve be-haviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular fo-cus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learn-ing and progress.	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> 
Careers/ Sheffield fu-tures	Cultural gap	£34861	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.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small> 

Learning support and access to curriculum	Emotional well-being	£46,331	EWB Staff x 2 to provide support to most vulnerable pupils and to provide a 'key worker' link between school, families and CAMHS / MAST services both on-site and within NHS / local authority provisions.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> £££££ £££££ £££££ +4
School medical practitioner	Wellbeing	£17,000	Contribution towards salary of qualified medical practitioner who support the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> £££££ £££££ £££££ +4
Mentoring through heads of year and assistant heads of year	Accessing curriculum, preventing 'disengagement' from school in most vulnerable families	£88,308 JSY and GGI 60% of salary	Assistant heads of year working with targeted pupils to ensure attendance and engagement in learning is maintained throughout KS4. Providing support for young carers or other vulnerable pupils including signposting to MAST services and financial support. Acting as 'key workers' to build link between parents and school and supporting pupils in class and in 1:1 / small group learning.	Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small> £££££ £££££ £££££ +1
Support for EAL learners	Attainment and progress	£21,257	EAL Support & Teaching - 20% proportion of cost of EAL support within the academy to reflect additional in-class support given to Pupil Premium pupils in KS4, with particular focus on core subject areas.	Teaching assistants <small>Low impact for high cost, based on limited evidence.</small> £££££ £££££ £££££ +1
Technology contribution	Attainment and progress	£3,000	Technology Contribution KS3 - 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.	N/A
Technology contribution	Attainment and progress	£2,000	Technology Contribution KS4 - 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.	N/A
Reading matters	Literacy intervention	£1,254	Provision of trained reading mentors for targeted groups of pupils identified through Read – Write programme. Reading as reading at a level which is > 1 standard deviation from the norm in terms of their SRAS.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> £££££ £££££ £££££ +5

Reading and access to reading materials	Literacy intervention	£7,500	Purchase of stock for LRC to ensure that all pupils have access to appropriate, relevant and challenging materials that engage them in reading and which support literacy development throughout the academy. Maintaining Read Write programme reading system / accelerated reading programme.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	 
Reading and access to reading materials	Literacy intervention	£1,464	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 and which support literacy development throughout the academy.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	 
Conway trip - ensuring attainment	KS4 attainment and progress focus	£13,592	Conway Trip 1 October Maths - Funding for Year 11 pupils in receipt of FSM to attend 2 x 3 day study residential (maths) to support their progress and attainment in those subjects.	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small>	 
Conway trip - ensuring attainment	KS4 attainment and progress focus	£16,785	Conway Trip 2 Feb Eng + Maths - Funding for Year 11 pupils in receipt of FSM to attend a 3 day study residential (English and maths) to support their progress and attainment in those subjects.	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small>	 
Social inclusion	Extended school time to support low income families	£2,131	Breakfast club / LRC Before School Provision to ensure that all disadvantaged pupils can access a healthy breakfast to support their attention, concentration and learning throughout the day. Provision also supports low-income parents who could not otherwise afford before school care for younger pupils.	Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>	 
LINKS Partnership	Access to sporting and outdoor learning opportunities	£5,700	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils.	Sports participation <small>Low impact for moderate cost based on limited evidence.</small>	 
Subsidised transport	Access to sporting and outdoor	£9,170	Taxis, coach and 1 Minibus Lease Costs- subsidised transport costs, enabling disadvantaged pupils to access all activities.	Sports participation <small>Low impact for moderate cost based on limited evidence.</small>	 

	learning opportunities			
Biometrics system	Uptake of FSM	£1,457	Biometrics system upkeep – deployment of this technology removes the stigma of pupils receiving FSM and encourages both sign-up for FSM and uptake of the meals themselves.	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small> E E E E E B B B B B +4
Pupil voice	Pupil surveys measured against 'national surveys'	£450	ASDTi Subs Student Voice capturing pupils' perceptions of their learning, support given and general school experiences. This informs deployment of resources and action planning to ensure that needs are being met.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small> E E E E E B B B B B 0
Hardship fund	Reducing stigma of deprivation	£8,896	Uniform, food and ancillaries hardship fund to ensure that deprivation is not a barrier to education and that no pupil is stigmatised through not being able to afford uniform or equipment. Extreme hardship is also catered for when identified e.g. lack of electricity or gas credit, food parcels.	N/A
Bespoke tuition / self-supported study	Attainment and progress	£1,500	GCSE Pod provides bespoke revision for Key Stage 4 pupils, who can access at home or in school. Devices are supplied for disadvantaged pupils who would not otherwise be able to benefit from this programme.	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small> E E E E E B B B B B +4
Counselling	Emotional well-being	£13,500	Contribution towards salary of 2x qualified counsellors working under the supervision of CAMHS Clinical Psychologist. These will support the mental health needs of disadvantaged pupils including the provision of support around issues such as poverty, debt, housing, social identity, domestic violence etc.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> E E E E E B B B B B +4
Counselling	Emotional well-being	£10,527	Contribution towards salary of Clinical Psychologist working in the academy 2 days per week providing diagnosis, therapeutic interventions, support with referrals and overseeing the work of the EWB and Counselling team.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> E E E E E B B B B B +4
Mentoring	Safeguarding	£1,808	Golddigger Trust mentoring and interventions for pupils identified as being 'at risk' from CSE.	Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small> E E E E E B B B B B -1

Aspiration	Expanding social and cultural horizons	£9,101 £448	Paris trip Y0 pupils, particularly those identified as being from disadvantaged backgrounds and who are 'higher attainers'. G & T Science trip with MCS Projects	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>		0
Aspiration	Expanding social and cultural horizons	£2,212 £928 £2005	Sheffield theatre visit Blood Brothers Sheffield University visit Shakespeare Schools Festival Aspiration day	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>		0
Mentoring	Attainment and progress	£4,705 £2,580	'Love Life' mentoring provided by ex-Premiership footballer using moral and social values to keep pupils at risk of exclusion in learning and to support their progress in school. Sheffield City Council 8 week mentoring	Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small>		-1
Summer School	Transition	£2,593 £100	Additional support for pupils identified during the transition process (Y6 into Y7) as being 'vulnerable' either socially or educationally through Summer School activities. Funding for staffing and resources. Workwise summer camp	Summer schools <small>Low impact for moderate cost, based on moderate evidence.</small>		+2
Study Support	Attainment and progress	£224	BTEC Sport revision guides	Meta-cognition and self-regulation <small>High impact for very low cost, based on moderate evidence.</small>		+8
Additional Learning	Attainment and progress	£6,500	Funding to provide staffing for additional English, Science and maths tuition out with school hours for Y11 pupils to support their progress and attainment in those subjects.	Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>		+2
Developing teaching	Mastery learning	£1000	Collaborative working across the cluster allowing for development of KPIPS. Middle Leaders and Teachers to embed the STEPs model and ensure that differentiated learning outcomes are accurately and robustly assessed. Embedding the academy's adaptation of the 'mastery' model of teaching.	Mastery learning <small>Moderate impact for very low cost, based on moderate evidence.</small>		+5
Developing teaching	Providing feedback		Coaching and CPD to develop teachers' ability to provide clear, diagnostic feedback to pupils in both written and verbal form in order to support their learning and progress.	Feedback <small>High impact for very low cost, based on moderate evidence.</small>		+8

	that develops learning and understanding			
		£6,832	PCs and Notebooks for pupils to access learning from home	

£519,307

The above spending was decided upon through a combination of needs analysis, consultation with the Principal of a local school that was a 'Pupil Premium Award winner' and through use of the Education Endowment Foundation Teaching & Learning Toolkit to evaluate impact against cost of implementation.

Wider Impact:

Every pupil benefits:

It is evident that strategies to raise the aspirations and attainment of Pupil Premium pupils at the academy have also impacted positively upon non-disadvantaged pupils, both directly in terms of activities undertaken and indirectly in terms of the ethos and culture being instilled. The academy recognises that many families who are not in receipt of Free School Meals may not be well off financially and that refugee and recently arrived children whose parents do not possess a National Insurance number may be amongst our most disadvantaged pupils regardless of their 'Ever6 FSM' status. We also recognise that in our community there are many families in which, despite one or more parents being in full-time work, low wages and insecure employment terms mean that they could be classed as 'Just about managing' and that their children require our support to access additional activities and resources to support their education as well.

We value all of our pupils and make sure that whatever we do to support one group also helps others.

Pupil Premium Priorities for Academic Year 2018-19

The academy expects to receive £519,860 in Pupil Premium funding for academic year 2018/19. This equates to £935 for 566 pupils.

Although it is important to utilise the Pupil Premium to intervene in underperformance at Key Stage 4, the academy is also identifying aspects of examination underperformance in English and maths and putting in place strategies at Key Stage 3 to prevent deficiencies in pupils' knowledge, skills and understanding persisting when they come to sit their GCSE exams.

These are:

English		Maths	
Aspect of underperformance	Strategy employed	Aspect of underperformance	Strategy employed
English	<ul style="list-style-type: none">- KS3 APs designed to mirror the GCSE P1 Q4- Sentence starters and strategies developed- AQA Marker training for teachers- Collaboration with SSA, Northern group and external agencies to further refine strategies (UL English Advisor Visit)	Accessing worded problems Inference	Students are encouraged to read the problem carefully to understand what they are asked to find out and what information they have been given. Underlining the important information is also useful so they have all the important numbers/facts to hand. They are then encouraged to follow the steps below: 1. Choose a strategy and make a plan. 2. Carry out

			<p>the plan and solve the problem. 3. Check the working out and make sure that your solution is actually answering the question. In addition to the above, students are provided with problem solving exam practice booklets on weekly basis. These are also used during the morning and Saturday revision sessions. Some students are withdrawn from lessons to work in small groups to develop their literacy in mathematics and problem solving skills. Students are provided with CGP revision and practice books. Students are set weekly exam type problem solving questions in Hergarty Maths and their progress is monitored and areas of weaknesses are identified. All areas of weaknesses identified are addressed during the morning and Saturday revision sessions.</p>
Reading comprehension	<ul style="list-style-type: none"> - Variety of texts used to challenge students. - Reading comprehension part of every lesson - Form time literacy lessons designed to support literacy and comprehension skills - Weekly reading lessons as part of the Accelerated reader programme 	Applying correct mathematical function to problems	<p>Key words are identified during lessons and students are encouraged to highlight all the key words when solving problems. They then decide on what skills are needed to solve the problem. Students are encouraged to split any worded questions into steps and decide what skills are needed to be used to answer each step.</p>

Inference	<ul style="list-style-type: none"> - KS3 Aps designed to mirror the GCSE P1 Q4 - Sentence starters and strategies developed - AQA Marker training for teachers - Collaboration with SSA and external agencies to further refine strategies (UL English Advisor Visit) - Form time literacy lessons designed to support inference skills 	Maths fluency	Students are assessed on weekly basis using the fluency maths tests and their progress is monitored and areas of weaknesses are identified and these are addressed during the morning and Saturday revision sessions.
SPAG	<ul style="list-style-type: none"> - Peer marking and self-assessment used to address SPAG errors - Additional literacy resources in T:drive used by class teachers, focused on ten common SPAG errors. 	Mathematical reasoning – using correct terminology when answering questions	Students are provided with problem solving exam practice booklets on weekly basis.
Building cultural capital	<p>Opportunities to participate in extra-curricular activities, e.g. KS3 debating club, 'Speak Out' Competition. Theatre trips/visiting theatre companies in relation to KS3 SOW. KS3 SOW encourages wider engagement with the world, historical and sociological issues and current events. Visits from authors, local authors. Engagement with feeder schools to create continuity between KS2 and KS3.</p> <p>The aim is for students to be offered one off site trip or internal cultural visit, by each department throughout the academic year.</p>		

The main barriers to progress and attainment for Pupil Premium pupils at Sheffield Park Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future educational or career pathways
- Little experience of tertiary or higher education, affecting confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these
- Additional responsibilities at home such as looking after younger siblings
- For the most gifted pupils, the lack of the challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents and teachers who may view ‘passing’ as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) ‘extras’ that can bring learning to life, such as going to the theatre.

In order to maximise the impact of this funding upon progress and attainment, the academy has adopted a highly individualised approach to supporting the ‘pupil premium cohort’, which is based on the rigorous use of data at 6 ‘assessment points’ throughout the year. We supplement bespoke interventions for individuals, targeted towards addressing the deficiencies in their learning (identified through their ‘AP Assessments’ and from ‘question level analysis’ in mock examinations) with ‘overarching strategies’ that are designed to impact upon larger groups of pupils.

Taking into account the above, the academy’s wider key priorities for 2018-19 Pupil Premium spending are:

Spend	Improvement Focus	Amount Allocated	Purpose and impact
Attendance team salary contribution	Attainment and progress	£47,575	Attendance Team - Attendance of disadvantaged pupils is less than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data driven, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment.
Intervention officer	Behaviour, attainment and progress	£30,551	Intervention officer to manage and support SLT with behaviour intervention strategies for bespoke students to ensure they stay in education.
School Library	Literacy	£20,459	Librarian's salary x 1 FTE - Librarian given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils. Librarian also responsible for the administration of the STAR accelerated reading programme.
Assistant Heads of Year	Behaviour and engagement	£55,156	Assistant Heads of Year – Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning.

			Particular focus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learning and progress.
Careers/ Sheffield futures	Cultural gap	£36,249	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 in line with GATSBY benchmarks
Learning support and access to curriculum	Emotional well-being	£29,413	EWB Staff to provide support to most vulnerable pupils and to provide a 'key worker' link between school, families and CAMHS / MAST services both on-site and within NHS / local authority provisions. Collins Donnelly supporting vulnerable students with bespoke needs and ensuring they remain in education
School medical practitioner	Wellbeing	£19,210	Contribution towards salary of qualified medical practitioner who support the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.
Managing behaviour, ensuring welfare	Accessing curriculum, preventing 'disengagement' from school in most vulnerable families	£85,662	Inclusion and behaviour staff will be working with targeted pupils to ensure attendance and engagement in learning is maintained throughout KS4. Providing support for young carers or other vulnerable pupils including signposting to MAST services and financial support. Acting as 'key workers' to build link between parents and school and supporting pupils in class and in 1:1 / small group learning.
Intervention facility and resourcing	Behaviour, attainment and progress	£13,500	To ensure that there is a bespoke facility to support students at risk of exclusion to ensure that they don't fall behind with curriculum work.
Support for EAL learners	Attainment and progress	£19,737	EAL Support & Teaching - 20% proportion of cost of EAL support within the academy to reflect additional in-class support given to Pupil Premium pupils in KS4, with particular focus on core subject areas.
Technology contribution	Attainment and progress	£4,000	Technology Contribution KS3 - 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.
Technology contribution	Attainment and progress	£3,000	Technology Contribution KS4 - 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.
Reading matters	Literacy intervention	£1,500	Provision of trained reading mentors for targeted groups of pupils identified through STAR Reading as reading at a level which is > 1 standard deviation from the norm in terms of their SRAS.

Reading and access to reading materials	Literacy intervention	£2,500	Purchase of stock for LRC to ensure that all pupils have access to appropriate, relevant and challenging materials that engage them in reading and which support literacy development throughout the academy. Maintaining STAR Reading system / accelerated reading programme.
Reading and access to reading materials	Literacy intervention	£1,300	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 and which support literacy development throughout the academy.
Additional maths, English and Science out of hours intervention	Saturday school provision	£30,000	To ensure that targeted groups are working at or above their target grade to ensure attainment for students.
Conway trip - ensuring attainment	KS4 attainment and progress focus	£12,500	Conway Trip 1 October Maths - Funding for Year 11 pupils in receipt of FSM to attend 2 x 3 day study residential (maths) to support their progress and attainment in those subjects.
Conway trip - ensuring attainment	KS4 attainment and progress focus	£10,000	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.
Social inclusion	Extended school time to support low income families	£5,500	Breakfast club / LRC Before School Provision to ensure that all disadvantaged pupils can access a healthy breakfast to support their attention, concentration and learning throughout the day. Provision also supports low-income parents who could not otherwise afford before school care for younger pupils – Including exam breakfast provision.
Micro population intervention	Closing the gap with targeted groups	£5,000	To ensure the specific micro populations such as WBB are targeted with intervention to improve outcomes.
LINKS Partnership	Access to sporting and outdoor learning opportunities	£5,700	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils.
Subsidised transport	Access to sporting and outdoor learning opportunities	£6,500	1 Minibus Lease Costs- subsidised transport costs, enabling disadvantaged pupils to access all activities.
IT programmes to	Progress and attainment	£5,152	Hegarty Maths Edplace

boost attainment			Educake MLS connect
Biometrics system	Uptake of FSM	£1,457	Biometrics system upkeep – deployment of this technology removes the stigma of pupils receiving FSM and encourages both sign-up for FSM and uptake of the meals themselves.
Pupil voice	Pupil surveys measured against 'national surveys'	£500	ASDTi Subs Student Voice capturing pupils' perceptions of their learning, support given and general school experiences. This informs deployment of resources and action planning to ensure that needs are being met.
Hardship fund	Reducing stigma of deprivation	£7,000	Uniform, food and ancillaries hardship fund to ensure that deprivation is not a barrier to education and that no pupil is stigmatised through not being able to afford uniform or equipment. Extreme hardship is also catered for when identified e.g. lack of electricity or gas credit, food parcels.
Bespoke tuition / self-supported study	Attainment and progress	£1,500	GCSE Pod provides bespoke revision for Key Stage 4 pupils, who can access at home or in school. Devices are supplied for disadvantaged pupils who would not otherwise be able to benefit from this programme.
Bespoke tuition / self-supported study	Attainment and progress	£5,000	Bespoke 1-2-1 tuition by need
Counselling	Emotional well-being	£13,500	Contribution towards salary of 2x qualified counsellors working under the supervision of CAMHS Clinical Psychologist. These will support the mental health needs of disadvantaged pupils including the provision of support around issues such as poverty, debt, housing, social identity, domestic violence etc.
Counselling	Emotional well-being	£10,527	Contribution towards salary of Clinical Psychologist working in the academy 2 days per week providing diagnosis, therapeutic interventions, support with referrals and overseeing the work of the EWB and Counselling team.
Mentoring	Safeguarding	£2,940	My Life project working with vulnerable students.
Aspiration	Expanding social and cultural horizons	£5,500	Oxford University trip for Y9-11 pupils, particularly those identified as being from disadvantaged backgrounds and who are 'higher attainers'. Balliol College visit and session with admissions officer for Y9-11 pupils, particularly those identified as being from disadvantaged backgrounds and who are 'higher attainers'.
Mentoring	Attainment and progress	£3,080	'Love Life' mentoring provided by ex-Premiership footballer using moral and social values to keep pupils at risk of exclusion in learning and to support their progress in school.

Summer School	Transition	£3,000	Additional support for pupils identified during the transition process (Y6 into Y7) as being 'vulnerable' either socially or educationally through Summer School activities. Funding for staffing and resources.
Study Support	Attainment and progress	£0	Exam Busters – full day spent developing study skills for Y10 & 11 pupils with particular focus on understanding how they learn best, organising their self-supported study and revision and working with their teachers to gain feedback and utilise it to enhance their progress.
Additional Learning	Attainment and progress	£7,500	Funding to provide resources bespoke to Maths and English.
Other Alternative provision	Behaviour and progress	£5,000	Amount set aside for bespoke education plan to ensure students remain in full time education.
Developing teaching	Mastery learning	£0	Coaching and mentoring for Middle Leaders and Teachers to embed the KPIP's and ensure that differentiated learning outcomes are accurately and robustly assessed. Embedding the academy's adaptation of the 'mastery' model of teaching and the Rosenshine Principles.
Developing teaching	Providing feedback that develops learning and understanding		Coaching and CPD to develop teachers' ability to provide clear, diagnostic feedback to pupils in both written and verbal form in order to support their learning and progress.
Outward Bound		£7,000	To develop students' self-esteem and give opportunity to discover themselves
Shakespeare Schools Festival		£1000	

Total **£524,668**
School contribution **£4,808**

Measuring the impact of Pupil Premium spending:

The impact of the pupil premium spending will be measured through comparison of progress and outcomes for Y11 pupils in the 2017-18 GCSE exams with progress and outcomes in previous years. At each of the 3 informal and 3 formal assessment points throughout the academic year, the progress being made by disadvantaged pupils is measured against that of their non-disadvantaged peers and interventions are implemented in any areas where they are required.



The wider impact of Pupil Premium spending will also be measured through comparing the progress and attainment of Y7-10 pupils in all subject areas, but particularly English, maths and science.

A full ASDTi Classroom Climate survey of all pupils will be taken in the summer term. This will be compared to the previous years' survey results. Responses from pupils in receipt of Pupil Premium will be compared to those from non-disadvantaged pupils.

The academy council, comprising of elected pupils from each year group will be asked to discuss the Pupil Premium plan and their views will be recorded and considered when planning for 2018-19.

School specific interventions; (Soft targets)

What we will do	Improvement Focus	Responsible	Purpose and impact
Review, are all students that can apply for FSM doing so?	Financial and social	MRA	To letter all students to ensure that they are taking up FSM if it is available to them.
Review late to school data - cross reference with PP cohort data	Punctuality and attendance	VCO	To focus on students having issues in the morning getting to school on time and/ or attending the academy.
Review behaviour data and cross reference with PP cohort data	Behaviour	JTO	To ensure bespoke interventions are in place for PP students who are behaving poorly.
Meet 1-2-1 with PP students who are classed as persistently late	Punctuality and attendance	HOY	A bespoke SPA made approach to support. Reduce late marks for PP students.
Ensure that all new students to the academy are identified to staff as PP if this is the case. To ensure a parents meeting with each PP new student within the first 6 weeks of their arrival	Planning Teaching and Learning	RMO LGO HOY	To ensure there are no surprises for teaching staff with new arrivals. Ensure parent engagement in students learning journey.
Raise the profile of disadvantaged pupils throughout the school <ul style="list-style-type: none"> Results data Current KS3 and KS4 PP data including micro population data. 	Profile	SLT MWA	To ensure that this is a key focus for T&L within every lesson and that staff have an intimate knowledge of their students and their needs.

<ul style="list-style-type: none"> Share relevant re-search. 			
<p>Every department to have a named PP Champion.</p> <ul style="list-style-type: none"> Each Champion must; Believe that they can Have high aspirations No excuses attitude to T&L within department Focus on Book scrutiny of Dis 1-2-1 meetings with cohort 	Inclusion and bespoke intervention	SLT HOD	<p>To have a member of each department who is responsible for championing good practice, attainment and progress within their department. This role is not a stand-alone role and every teacher must be an advocate.</p> <p>What interventions are needed in each department?</p>
For every disadvantaged student to have met with HOY or SLT by Christmas 2018.	What will help each individual student	SLT HOY MWA	Focus on the each individual students needs and seeing if there are some easy wins in terms of ensuring student progress and happiness.
To have Peer to Peer targeted mentoring for bespoke students where required.	Choice – Impact – Understanding	HOY Tutor JTU – SHE	To ensure students have the option to discuss issues about home, community and school life with other young people from their community.
In line with T&L, streamlined school bulletin to include Pupil Premium focus for the week.	Raising the profile	MWA SEL	Raising the profile of discussing Pupil Premium and disadvantaged issues professionally.
Extra-Curricular clubs.	Impact of provision	MWA JPR	To measure take up of extra-curricular provision at Sheffield Park Academy and compare advantaged with disadvantaged
Successful teachers to share good practice with all staff for strategies that work well with specific individuals.	T&L and behaviour	MWA SLT	For staff to share expertise and good practice with colleagues in targeted groups.