



Pupil premium strategy statement: Cleethorpes Academy

1. Summary information					
School	Cleethorpes Academy				
Academic Year	2019/20	Total PP budget	£327,250	Date of most recent PP Review	October 2019
Total Number of Pupils	895	Number of pupils eligible for PP	350 (2xService children)	Date for next internal review of this strategy	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2018/19)	-0.38	+0.13
Attainment 8 score average (from 2018/19)	37.18	50.1
% achieving 9-4 incl. EM (2018/19)	44%	71.5
% achieving 9-5 incl. EM (2018/19)	18%	50.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Prior attainment and literacy levels in English could impact on attainment in 2020.
B.	The proportion of pupil premium students not meeting expected literacy standards in Year 7 on entry are higher than that of other students. Students show a reluctance to read for pleasure.
C.	A large proportion of students have low aspirations and lack plans for their future.
D.	Behaviour concerns for disadvantaged students are above that of non-disadvantaged and subsequent exclusion rates mirror this issue.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Absence is high. At Cleethorpes Disadvantaged students were absent for 10.51% sessions against 6.40% non-disadvantaged. Nationally disadvantaged absence is higher than non-disadvantaged at 7.8% disadvantaged and 4.4% non-disadvantaged.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment and progress of English for disadvantaged students and narrow the gap between disadvantaged students and non-disadvantaged. In 2019 the gap at Cleethorpes Academy was 0.45 which is smaller than that Nationally.	Progress measures of disadvantaged compared to non-disadvantaged Nationally. To narrow the gap further and remain below National.
B.	Improve literacy levels for Year 7 students and narrow gaps in attainment. GLA English progress tests will measure attainment levels. 73% of all Y7 students entered the academy at standard or above for Literacy. 59.8% of PP students entered at standard or above compared to 85% of non PP students.	End of Year 7 assessments to show that this group of students are narrowing the gap.
C.	Improve future plans for students following GCSE exams, provide opportunities for taster sessions, and enhanced career guidance to raise aspirations. To have received 1 to 1 support from careers advisor.	All students prepare fully for next stage in their education. 100% of disadvantaged students are supported to submit Lincs2 applications.
D.	Improve attitudes to learning and lower fixed term exclusions.	A reduction in fixed term exclusions and monitoring visits to show high levels of engagement.
E.	Raise disadvantaged students' attendance to National averages for all students. The gap between disadvantaged students was higher than non-disadvantaged (2.71%/2.0%)	The attendance of disadvantaged students to improve and closer to National figures. To reduce absence by at least 1%.

5. Planned expenditure						
Academic year		2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
A.	Continue to improve English P8 element for all students.	Provide all KS4 students with CGP revision material. Provide bespoke targeted intervention to fully prepare students for their exams. Use 1-1 tutors, additional revision sessions after school, weekends and holidays. PP data to be used in a timely manner to inform bespoke intervention packages.	Good quality revision material tried and tested in MAT Academies. Individual support increases confidence and bridges gaps in knowledge. Additional sessions offer focussed revision for exam preparation. Interventions based on PP data address individual circular targets	Early distribution of revision booklets. Timetable of tutors to focus on identified gaps in knowledge. Well publicised timetable for weekends and holidays. Additional Year 11 parents evening to provide information directly to parents. Rapid analysis of Y11 PP data by HOD to document individual interventions	JCH MTT GJA	Aug 2020
B.	Improve literacy levels for Year 7 students and narrow any gaps in attainment.	Continue buddy reading sessions during registration time. Timetable provision to improve reading for identified students in Year 7 and Year 8. NGRT NGST 11T, 12 & 13 Tests	Proficiency in reading raises confidence across the curriculum. Students require reading skills in all subjects. Early identification of students with low/below national reading and spelling ages when they enter school and as they progress through KS3	Feedback from tutors and monitoring by Pastoral Managers. Qualified English teachers to coordinate and deliver reading tutorials. Exams officer & MA & ENG Leadership to oversee.	ATA GFH LCC	July 2020
Total budgeted cost					£149850	

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Raise aspirations and improve future plans for students following GCSE exams and expand career guidance.	<p>Series of workshops and visiting speakers</p> <p>Form time skills booklets with linked assemblies and fortnightly focus.</p> <p>Extend taster sessions at local FE College.</p> <p>1 – 1 guidance from career advisor.</p> <p>NCOP participation</p>	<p>Student feedback outlines the lack of aspiration in a number of cases.</p> <p>Providing visiting speakers has proved effective.</p> <p>Student feedback from taster sessions was very positive.</p> <p>79% of KS4 students meet the qualifying criteria for NCOP intervention/support</p>	<p>SLT oversight and monitoring of programme.</p> <p>Expand the taster activities, which were previously successful.</p> <p>Investigate the effectiveness of outside speakers by assessment of references.</p> <p>SLT oversight and monitoring of programme.</p>	<p>GFH</p> <p>BCP</p>	August 2020
D. Improve attitudes to learning and lower fixed term exclusion rates.	Detailed training for staff and students regarding grading of effort.	<p>Students respond to clear guidance.</p> <p>Minor concerns can be noted early and addressed swiftly.</p> <p>1 – 1 mentors have proved a positive influence on individuals.</p>	<p>SLT to track and monitor effectiveness.</p> <p>Monitor behaviour and subsequent attainment of identified students.</p>	<p>ATA</p> <p>PMS</p>	July 2020
E. Increased attendance rates.	<p>Expand the team tracking attendance.</p> <p>First day absence alert to parental body.</p> <p>Continue PAPs prior to SAPs/GAPs. Pre GAP letter sent home.</p>	<p>Early intervention before poor attendance in entrenched.</p> <p>Give students responsibility to respond to attendance issues.</p> <p>Formalise process, speed up action to none gaging families and meet statutory requirements</p>	<p>SLT to track effectiveness.</p> <p>Monitor effectiveness and escalate in a timely manner.</p> <p>Weekly EWO meetings with SLT</p>	<p>BCP</p> <p>PMS</p> <p>EWO</p>	July 2020
Total budgeted cost					£116500

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged students to have access to wider extra-curricular initiatives.	Free music tuition and instrument loan. Students studying Textiles, Technology provided with materials to fulfil course requirements.	Benefits of music participation are well documented for its effect on the positive impact across the curriculum. Financial constraints are a barrier for disadvantage students.	All eligible parents and students written to. Opportunities promoted in assemblies. Class teachers to liaise regarding materials required.	RLT MLM	July 2020
Ensure disadvantaged students can access and fully participate in educational trips.	Provide financial support to ensure disadvantaged students have equal opportunities.	Financial constraints for families limit opportunities	Ensure students and parents are aware that financial support is available.	ATA	July 2020
Total budgeted cost					£61500.00

6. Review of expenditure				
Previous Academic Year 2018/19				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve English P8 element for all students.	Provide all KS4 students with CGP revision material. Provide bespoke targeted intervention to fully prepare students for their exams. Use 1-1 tutors, additional revision sessions after school, weekends and holidays.	The progress of all students improved in English. 60% of disadvantaged pupils achieved a L4+ and 36% L5+. In both measures disadvantaged attainment was better in English than in Maths.	Overall strategies have shown a significant degree of success and will continue with amendments.	£79112
Improve literacy levels for Year 7 students and narrow any gaps in attainment.	Introduce a silent reading session in registration. Timetable provision to improve reading for identified students in Year 7 and Year 8.	All pupils engaged in silent reading to varying degrees throughout the year. The percentage of pupils working at least at their target grade in English Literature increased from 81.5% at PP1 to 87.9% at PP2.	Feedback from form tutors led to a refinement of the reading strategy during the summer term of 2019 with a move from individual silent reading to buddy and paired reading strategies for identified groups	£48201

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise aspirations and improve future plans for students following GCSE exams and expand career guidance.	Series of workshops to raise aspiration. Visiting speakers. Extend taster sessions at local FE College. 1 – 1 guidance from career advisor.	A wide variety of speakers, workshops and taster sessions took place involving pupils from all year groups with additional resources / opportunities targeted specifically at KS4 disadvantaged pupils	Strategies to continue with amendments including priority allocation of 1-2-1 support and guidance to the most disadvantaged.	£29500
Improve attitudes to learning and lower fixed term exclusion rates.	HOH liaise with parents and respond to behaviour issues. Initiate behaviour contracts for low level issues and hold parents' meetings to support initiative.	Increased parental support had a positive impact on individual students. The % of pupils receiving a fixed term exclusion in 2018/19 dropped by 25% from 2017/18	The strategy was successful but earlier intervention will be initiated this year.	£30026

Increased attendance rates.	Expand the team tracking attendance. Introduce PAPs prior to SAPs/GAPs. First day absence alert to parental body.	Overall attendance of disadvantaged students improved by 1.1% over the course of the year. The percentage of disadvantaged pupils PA for 2018/19 reduced by 2.3% from the previous year.	The strategy has shown significant signs of success and will continue to be implemented. In particular PAPs have been very successful in positively impacting pupil attitudes to their attendance with 87% of PAP pupils improving their attendance in the subsequent 6 weeks.	£55385
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged students to have access to wider extra-curricular initiatives.	Free music tuition and instrument loan. Students studying Textiles, Technology provided with materials to fulfil course requirements.	Large uptake of tuition across all years.	Students have full access to provision and are enthusiastic regarding these opportunities. Strategy to continue.	£50924
Ensure disadvantaged students can access and fully participate in educational trips.	Provide financial support to ensure disadvantaged students have equal opportunities.	Students have full access to additional opportunities to support the curriculum.	Strategy to continue into the next academic year.	£30576