

Local Context

- Central St Leonards is the most deprived ward in East Sussex.
- In Central St Leonards 46% of children and 36% of older people live in poverty.
- In Central St Leonards 34% of working age people are claiming out of work benefits.
- Central St Leonards has the highest rate of all East Sussex wards for A&E attendances between 8pm and 7am due to assault for persons aged 15-59 years (107 per 1,000 population). This is significantly higher than the East Sussex rate (37 per 1,000).

School Context

Yr.	# PP	% PP	# nPP	# FSM	% FSM
7	95	31%	209	61	20%
8	126	43%	170	86	29%
9	129	44%	167	89	30%
10	125	43%	165	89	31%
11	85	32%	182	57	21%
Avg		39%			25%

The St Leonards Academy has significantly higher than the national average proportion of PP and FSM students

Teaching and Learning

Expectations for teachers

- 1. Know which students are PP** – teachers are able to articulate which students in each of their classes are PP, and what strategies are in place to support them.
- 2. Mark PP students books first** – Subtle indication on PP students books which are then marked first.
- 3. Put PP student first**, e.g. questioning

Vision

Vision:

We share a belief that education transforms lives and creates brighter futures.

All students in receipt of Pupil Premium will be given the opportunities and resources necessary to achieve excellent results. We will support students experiencing deprivation to raise their aspirations and work together to make them a reality.

Disadvantaged Students



Provision

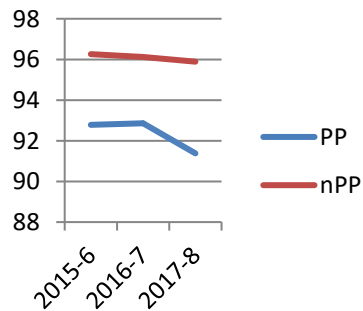
The Academy's Pupil Premium Grant is £560,000

Expenditure examples:

- My Future Starts Here
- Breakfast Club
- Funded Music Lessons
- English & Maths tutoring for PP students
- Counselling service
- Subsidised enrichment opportunities
- Attendance Support Officer
- Uniform and equipment for PP students



Attendance & Behaviour



PP attendance is on average 3.75% lower than nPP, with PP students 10% more likely to have an attendance below 90%.

	2015-16	2016-17	2017-18
% Attendance	92.78	92.86	91.38

Year 11 Outcomes

The PP gap

	2016	2017	2018
Basics	45%	36%	33%
PP Gap	22%	32%	18%
A8	C	C-	D+
P8	+0.11	-0.18	-0.85

PP attainment at Basics has fallen since the introduction of new specification exams; the resilience required is significantly increased, perhaps causing the widening PP gap.

Future Outcomes

PP attainment predicted to improve.

P8 gap between PP & nPP reduced to significantly below 2018 results gap in all year groups.

	Attainment 8		P8
Yr.	PP	nPP	Gap
7	Awaiting data		
8	C	B-	-0.28
9	C	C+	-0.19
10	C	C+	-0.33
11	D	C	-0.19

1. Summary information

School	The St Leonards Academy				
Academic Year	2018/19	Total PP budget	560,000	Date of most recent PP Review	
Total number of pupils	1453	Number of pupils eligible for PP	567 (39%)	Date for next external review of this strategy	Dec 2018
Web link					

2. Attainment

Pupil Premium Students	2017	2018	<i>Pupils not eligible for PP (national average)</i>
% achieving 4+ Basics	36%	33%	71%
Progress 8 score	-0.18	-0.85	+0.11
Attainment 8 score average	36.7 (C-)	31.9 (D+)	49.76 (B-)

Barriers to future attainment (for pupils eligible for PP) and desired outcome

Key: PP = Pupil Premium; nPP = non Pupil Premium; PA = Prior Attainment (M=Mid, H=High); KS2 = Key Stage 2;

In-school barriers	Desired outcomes
<p>A. Behaviour</p> <p>i. 47% of all negative behaviour points are given to PP students, despite them only accounting for 39% of the cohort. PP students have, on average, 19.2 negative behaviour points compared to 12.5 for nPP.</p> <p>ii. Not all staff understand the barriers to PP students' success (more negative behaviour points are given to PP students).</p>	<p>A. Behaviour</p> <p>i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school</p> <p>ii. Each PP student who has received a C4 to have note in Class Charts about how to deescalate conflict.</p> <p>iii. C4s are equally balanced between PP and nPP students.</p>
<p>B. Progress and Attainment</p> <p>i. Y11</p> <ul style="list-style-type: none"> o Y11's PP KS2 APS is around .4 lower than nPP o PP Boys are predicted to achieve -0.66 (vs +0.44 for PP girls), with most able boys most significantly underachieving o Mid and low ability PP are underachieving in Maths o Ebacc subjects: History, Geography and Science all have PP gaps <p>ii. Y10</p> <ul style="list-style-type: none"> o PP boys are predicted to achieve -0.57 (vs -0.10 for PP girls) o Mid ability PP are underachieving, with a predicted P8 of -0.40 	<p>B. Progress and Attainment</p> <p>i. Y11</p> <ul style="list-style-type: none"> o PP Progress to be at least 0 o No gap between PP girls and boys o Mid and low ability PP to have improved progress in Maths by January PPEs o Reduction in PP gaps in Ebacc subjects. <p>ii. Y10</p> <ul style="list-style-type: none"> o No gap between PP girls and boys) o Mid ability PP to have improved progress by the end of Y10, with a progress score of -0.20 or better.

<ul style="list-style-type: none"> ○ High ability PP are underachieving in English, with 6/38 predicted to achieve a grade 7+ by the end of Y11 ○ All ability groups of PP are underachieving in Maths, compared to their nPP peers. <p>iii. Y9</p> <ul style="list-style-type: none"> ○ High ability PP are underachieving, with a current average predicted grade of B- ○ Low ability PP are underachieving in terms of Basics, with 0% currently on track to achieve 4+ in both. <p>iv. Y8</p> <ul style="list-style-type: none"> ○ Mid ability PP students are underachieving in terms of Basics, with only 20% currently on track to achieve 4+ in both. <p>v. Y7</p> <ul style="list-style-type: none"> ○ PP students' reading ages are a full year lower than their nPP peers. <p>vi. Across all year groups, PP students' reading ages are significantly lower than their nPP peers, in some year groups up PP, on average, a full year behind.</p>	<ul style="list-style-type: none"> ○ High ability PP progress to have improve in English, with at least 19/38 on track to achieve 7+ by the end of Y11 ○ All ability groups of PP to have progress of 0 or better in Maths <p>iii. Y9</p> <ul style="list-style-type: none"> ○ High ability PP to have predicted average grade in line with nPP peers. ○ At least 20% of low ability PP on track to achieve 4+ in Basics. <p>iv. Y8</p> <ul style="list-style-type: none"> ○ At least 50% of mid ability PP students on track to achieve 4+ in Basics. <p>v. Y7</p> <ul style="list-style-type: none"> ○ Literacy interventions to have impacted on PP reading ages, resulting in the gap between PP and nPP to have halved by the end of Y7. <p>vi. Literacy interventions to have impacted on PP reading ages, with no year group to have a gap of more than 3 months between PP and nPP.</p>
<p>External barriers</p>	<p>Desired outcomes</p>
<p>C. Attendance</p> <ul style="list-style-type: none"> i. PP student attendance was 91.38% in 2017/18 ii. PP student attendance was 4.5% below nPP in 2017/18. 	<p>C. Attendance</p> <ul style="list-style-type: none"> i. PP attendance $\geq 95\%$ ii. Gap between PP and nPP attendance is $< 3\%$
<p>D. Equality of chance</p> <ul style="list-style-type: none"> i. Some students not eating breakfast in the morning ii. Financial barriers to engagement with enrichment opportunities i.e. trips iii. PP students lack access to stationery, meaning they begin lessons behind their peers. iv. Many FSM allocations regularly go unused v. Families don't all have the ability to pay for uniform, enrichment opportunities, stationery and music lessons, so students miss out on enriching opportunities. vi. Low aspirations can be pervasive, with fewer PP students moving on to university etc. 	<p>D. Equality of Chance</p> <ul style="list-style-type: none"> i. Income is not a barrier to PP students eating breakfast ii. Equal amount of PP and nPP attending trips iii. PP students fully equipped with stationery to access their learning iv. No unused FSM allocations v. Families are supported to pay for uniform, stationery, trips and music lessons. vi. Careers services are focussed on support PP students with high but achievable aspirations.

3. Planned expenditure

Academic year: 2018/19

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 Teaching for All

Desired outcome	Chosen action/ approach	Description of expenditure and how it address the students' main barriers to educational achievement	Staff lead	Review date	Cost
Y11 ○ PP Boys achieve in line with PP Girls ○ Mid and low ability PP improve progress Maths ○ PP gaps are reduced in Ebacc subjects: History, Geography and Science	PP Teaching and Learning expectations	<ul style="list-style-type: none"> All teachers can articulate who their PP students are and what strategies are effective in enabling his success PP students' books and mock papers are marked first PP students are put first, i.e. in questioning 	LSP	September 2019	£0
Y10 ○ PP boys achieve in line with PP girls ○ Mid ability PP P8 to improve to 0 ○ High ability PP improve in English, with 15/38 predicted to achieve a grade 7+ by the end of Y11	Knowing PP students' barriers to success	<ul style="list-style-type: none"> When PP students are underachieving, teachers will have identified key barriers to success (i.e. low literacy) and detailed the strategies they are putting in place to ensure student's success in their progress and differentiation plan. Where multiple students are underachieving in one class, PP students are prioritised for interventions. Where a PP student has received a C4, the teacher will write a note on ClassCharts detailing strategies for de-escalation of behaviour moving forward. 	LSP	September 2019	£1000
Y9 ○ High ability PP to improve attainment, raising predicted grade to B ○ 10% of low ability PP on track to achieve 4+ in Basics	Literacy Strategy	<ul style="list-style-type: none"> Dedicated reading time, at least one hour a fortnight, for all KS3 classes during their English lessons. Repeated testing and therapies to support improvement of reading ages. 	CDE	September 2019	£0
Y8 ○ Mid ability PP students are underachieving in terms of Basics, with only 20% currently on track to achieve 4+ in both.	Staffing	<ul style="list-style-type: none"> Extra English and Maths teachers to reduce class sizes for most significantly under achieving students 	LSP	September 2019	£198,921.66
Total budgeted cost					

ii. Targeted support					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Staff lead	Review date	Cost
<p>Students achieve well in Maths</p> <p>Outcomes in Maths to improve for PP students. The PP attainment gap to be halved in Maths in 2019 results.</p>	Small group tutoring	<p>Experienced teacher working one-to-one with students targeted due to being secure in English (or extremely close), to ensure an improved 'tie-up' in Basics.</p> <p>Students are seen in small groups of 3/ 4 during their timetabled maths lesson. Last year this strategy had successes in helping to bring weaker students up 3+ sub levels over the course of a year.</p> <p>Students change termly and are informed by data.</p>	KHE	Term 6	£12,000
<p>Students build resilience in new style exams</p> <p>Outcomes in Maths, English and History to improve for PP students. The PP attainment gap to be halved in targeted subjects in 2018/19.</p>	Peer mentoring	<p>Maths: Peer mentor to work with PP students who have been identified as being secure in English, but not quite at grade 4 in Maths. Peer mentor will work within the class under the direction of the teacher. Peer mentor can remove students to work 1:1 when necessary and when situation requires it.</p> <p>English: Peer mentors work with KS3 PP students with reading ages between 6-8 years to improve fluency and comprehension. In KS4, mentors work with students who struggle with key text plot comprehension to improve WAGs (currently targeting students working at <4.</p> <p>History: Peer mentors are working with PP students who are:</p> <ul style="list-style-type: none"> • Close to the grade boundary for a level 4 • Putting in effort but not currently securing the marks • Achieved a U in the most recent mock. <p>Initially peer mentors' focus will be on key knowledge before moving on to applying that knowledge to exam questions.</p>	KHE/HFR/OAS	Term 5	£5,000

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<p>Enrichment for all</p> <p>All students are able to attend enrichment opportunities such as trips, regardless of financial situation.</p> <p>All students are able to take part in practical creative subjects, regardless of financial hardship.</p>	<p>Subsidising PP students' costs for trips/enrichment opportunities etc.</p> <p>Subsidising PP students' costs for DT Food Tech and Resistant Materials</p>	<p>Enrichment opportunities to be subsidised for PP students and, where necessary, fully funded. LSP to sign off all enrichment spending to ensure it supports PP students' attainment.</p> <p>Pupil Premium students who take Resistant Materials or Food Technology as a GCSE option to receive ingredients/materials either partially or fully funded.</p>	<p>LSP</p> <p>MMA/DLL</p>	<p>Term 6</p> <p>Term 6</p>	<p>£5000</p> <p>£9000</p>
<p>Supporting LAC students</p> <p>To boost WAG grades for year 10 LAC students so that when they are in year 11 they have increased chance of 4 or above in maths.</p> <p>To bridge gaps in emotional development. The outcome will hopefully decrease anxiety and improve wellbeing, reducing negative behaviours in classroom.</p> <p>To reduce conflict between students and help manage relationships. This will reduce consequences and improve behaviour.</p>	<p>Additional maths one to one tutoring.</p> <p>KS3 thrive onsite intervention.</p> <p>External workshop</p>	<p>Tutor for 10 weekly sessions for maths with 6 Y10 LAC students</p> <p>Weekly THRIVE sessions for 5 Y7 and 8 LAC students who are particularly vulnerable.</p> <p>Equine assisted workshops for Y9 LAC girls.</p>	<p>DKI/TFL</p> <p>DKI/TFL</p> <p>DKI/TFL</p>	<p>March 2019</p> <p>May 2019</p> <p>March 2019</p>	<p>£1500</p> <p>£1500</p> <p>£1000</p>
<p>Year 7 PP students</p> <p>All students arrive to lessons on time and with their homework completed.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated in a very</p>	<p>Purchasing planners</p> <p>Rewards trips and stickers for planners.</p>	<p>Planners to be purchased for all Y7 students, ensuring they are organised and able to engage effectively with school.</p> <p>Reward stickers to be utilised alongside planners to ensure students can see a tangible representation of their success.</p>	<p>DLL</p>	<p>Term 6</p>	<p>£2000</p>

<p>tangible way.</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum</p>	<p>Purchasing uniform/equipment</p>	<p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p> <p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p>			
<p>Year 8 PP Students</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p> <p>Students who consistently do the 'right thing' are rewarded; they feel valued and appreciated within their year group team.</p> <p>Tutor groups and specific students receive termly rewards, building a sense of community and year group cohesion.</p>	<p>Purchasing uniform for Y8 PP students</p> <p>Rewards</p> <p>Regular rewards</p>	<p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p> <p>Excellent attendance, attitude and behaviour in lessons, as well as particularly exceptional instances of outstanding behaviour, will be rewarded with vouchers or trips.</p> <p>Rewards for whole tutor groups and particular students for areas such as improvement in behaviour/attendance, overall highest attendance/behaviour etc.</p>	<p>CHO</p> <p>CHO</p> <p>CHO</p>	<p>Term 6</p>	<p>£2000</p>
<p>Year 9 PP Students</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p> <p>Improved attendance for Y9 PP students – 90%+. % of persistent absentees to reduce.</p> <p>Improved behaviour for Y9 PP students – reduction in negative behaviour points in term 2.</p>	<p>Purchasing uniform for Y9 PP students</p> <p>Rewards for improved attendance – termly.</p> <p>Rewards trip</p>	<p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p> <p>Christmas reward breakfast for all students who have 100% attendance. Invitations also for those students who have improved their attendance by 10%. Vouchers/prizes to be awarded for students who have improved their attendance every term.</p> <p>Christmas reward trip for those students with no behaviour points.</p>	<p>MLA</p> <p>MLA</p> <p>MLA</p>	<p>Term 6</p>	<p>£2000</p>

<p>Year 10 PP Students</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum.</p> <p>Improvement in attendance of PP students and reduction in instances of persistent absences.</p> <p>Students who consistently make positive choices, in terms of behaviour and attendance, to be rewarded regularly as well as in a yearly manner.</p>	<p>Purchasing uniform for Y10 PP students</p> <p>Reward coffee morning and afternoon tea</p> <p>Small, regular rewards support good behaviour. Rewards trip to underline progress over the year.</p>	<p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier.</p> <p>Students who have improved their attendance will receive invitations to the coffee morning/afternoon tea. Food and transportation (where necessary) will be provided.</p> <p>Students will receive small prizes such as sweets/certificates/breakfast to reward them for consistently making positive choices. Reward trip to reward those students who have consistently done the right thing over the year, as well as those who have made significant improvements.</p>	<p>KWE</p> <p>EHA</p> <p>KWE</p>	<p>Easter</p> <p>Easter</p> <p>Term 6</p>	<p>£2000</p>
<p>Year 11 PP Students</p> <p>All students are in correct uniform and have the equipment necessary to access the curriculum. Removal of issues at the beginning of the day that can disrupt students' learning.</p> <p>Reduce negative behaviour points for Y11 PP students.</p> <p>Improve attendance and rewarding students whose attendance is already 100%.</p>	<p>Purchasing uniform for Y11 PP students.</p> <p>Reward trip</p> <p>Reward breakfast, in school canteen.</p>	<p>Many students break or cannot restock supplies of uniform when they grow out of them/they are broken. This will provide supplies and uniform to help those students for whom family income is a barrier. Removing issues that can arise at the start of the school day and preparing students for learning.</p> <p>Tickets and transport will be provided for term 2 behaviour reward trip. This will provide an incentive for students to improve behaviour in term 2, removing a barrier to their learning.</p> <p>Students who have 100% attendance for term 2 will be invited to a special breakfast in the final week of term in which bacon rolls, hot chocolate and mince pies will be provided.</p>	<p>DGL</p> <p>DGL</p> <p>DGL</p>	<p>Term 6</p> <p>Term 2</p> <p>Term 2</p>	<p>£2000</p>
<p>Rewarded positive behaviour</p> <p>Reducing proportion of negative behaviour points given to PP students.</p>	<p>Rewards strategy</p>	<p>Pride pound shop in which students can use pride pounds awarded for positive behaviour to purchase items suggested followed student consultation.</p>	<p>NHA</p>	<p>Term 6</p>	<p>£30,000</p>

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<p>Recognising positive behaviour and rewarding more students, more often.</p> <p>Ensuring all students feel recognised and that their positive behaviour is valued.</p>		<p>PRIDE postcards to be sent home weekly, one from each member of staff in the academy.</p> <p>Pride awards given to students with highest numbers of pride pounds, with badges.</p> <p>Student of the term, Y11 Celebration evening</p>			
<p>All students can succeed</p> <p>All students are given the opportunity to be successful in a curriculum that suits their individual needs.</p> <p>Students who have accessed alternative provision in the past to successful reintegrate back into the mainstream academy</p>	<p>Alternate provision</p>	<p>Funding courses such as:</p> <ul style="list-style-type: none"> • Catering, Hospitality and Customer Services qualifications • Mallydams Conservation Award • Harbour and 180 to support our most vulnerable students and give them the opportunity to be successful. • East Sussex College Employability qualifications <p>Supporting students who have accessed alternative provision to reintegrate back into mainstream education.</p> <p>Part or fully funding students' transport to alternative placements.</p>	<p>DGR</p>	<p>Term 6</p>	<p>£30,000</p>
<p>Reintegration of our most vulnerable students</p> <p>Our most vulnerable students are supported in reintegrating into mainstream school through a period in the 'Reintegration Unit'</p>	<p>Reintegration Unit</p>	<p>Students can access the Reintegration Unit as a supportive step when returning to mainstream school after a period of absence, i.e. due to an exclusion.</p> <p>Students will receive specialist support in:</p> <ul style="list-style-type: none"> • managing behaviour • mental health support • a calm, protected environment • Small group lessons from experienced teachers 	<p>DGR</p>	<p>September 2019</p>	<p>£85,000</p>
Total budgeted cost					<p>£208,000</p>

iii. Other Approaches					
Desired outcome					
All PP students eat breakfast	Breakfast club	<p>All PP students have the opportunity to attend breakfast club from 7.30 where they receive a breakfast free of charge.</p> <p>There are also leisure activities to encourage team building and cooperation, as well as the opportunity to complete homework or revision.</p>	MMA	July 2019	£5,000
All PP students to experience a positive transition to Y7.	Summer School	<p>All students to be offered a free place at summer school in order to facilitate their successful transition into Y7.</p> <p>This will support the Y7 team in getting to know Y7 PP students in order to better enable their success.</p>	NHA	September 2019	£20,000
Attendance gap PP/nPP is reduced	Attendance Officer	<ul style="list-style-type: none"> PP target group for daily calls monitoring attendance Small case load of 5 students whose attendance has, so far, improved week on week 	RMO	September 2019	£23,378.34
Reduction in persistent absence, especially students at risk of becoming missing in education.	ESBAS key worker 1 day a week	Supporting students experiencing barriers to attending school, regular meetings with students, parents and outside agencies.	DGR	July 2019	£10,000
0% of PP students to be NEET	Careers Interviews for PP students	<p>My Future Starts Here will deliver sessions across the year to selected KS3 pupil premium pupil groups.</p> <p>The content will highlight aspiration and opportunity. Activity will be designed to demonstrate distance travelled by individual students over the course of the year.</p>	NHA	July 2019	£1000
Extreme hardship/family crisis is not a barrier to students' nutrition.	Hardship fund for students facing particular financial difficulties at home.	We will ensure that all students facing significant hardship will have their needs met.	LSP	July 2019	£4700

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All students have the basic necessities to access their learning.	Provision of Basics	We will provide Basics such as: <ul style="list-style-type: none"> • Mobile internet for use in completing homework/revision at home • Stationery • Materials to complete class/homework where necessary 	LSP	July 2019	£5000
All students are in correct uniform and able to access school	Provision of uniform	All PP students in need of uniform to have items provided free of charge.	LSP	July 2019	£5000
All students are able to get to school in the morning and safely get home in the afternoon. Transport restrictions are not a barrier to students' attendance at enrichment/revision clubs.	Provision of transportation	Transportation will be provided either through a minibus or, in exceptional circumstances, taxis.	LSP	September 2019	£12,000
All students to have equal opportunity to learn a musical instrument	Funded Music lessons	Music lessons & East Sussex Music Service	SCA	July 2019	£4,000
All students to be able to draw upon self-regulation and resilience skills during times of stress, anxiety or crisis.	Counselling service	Full-time counselling service (on-site) Exam-anxiety workshops and group support Full-time mental health nurse on site to support students in crises, liaise with healthcare providers and home to fully support our most vulnerable students.	LSP	July 2019	£80,000
Total budgeted cost					£157,078.34

4. Review of expenditure					
Previous Academic Year		2017/18			
i. Quality Teaching for all					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Estimated impact	Cost	Continue 2018/19?
Improvement in the attainment of PP students, especially in 'Basics'	Staffing	<ul style="list-style-type: none"> Extra English and Maths teachers to reduce class sizes for most significantly under achieving students 	<p>There was a significant gap in achievement in English and Maths in 2018, meaning that the 'Basics' measure was much lower for PP students.</p> <p>The overall Progress 8 score for PP students was also lower than their nPP peers.</p> <p>High ability PP students particularly underachieved in English Literature.</p>	£190,387.12	Yes

ii. Targeted Support					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Estimated impact	Cost	Continue 2018/19?
All PP students have the basic equipment and needs met in order for them to access the curriculum.	Provision of basics through pastoral teams	Provision of stationery, mobile internet, uniform and other necessities for all PP students to access the curriculum.	PP students had their basic needs met, ensuring they were able to focus on their academic progress in lessons.	£11,850.37	Yes
All PP students to receive food and sustenance to enable them to access period 6 revision and exam breakfasts.	Provision of food and sustenance through in-house catering suppliers.	Providing food and sustenance for: <ul style="list-style-type: none"> Period 6 revision sessions, encouraging PP students to attend Exam breakfast preparation sessions, before all GCSE exams Breakfast club Top-up of FSM allowance for students facing extreme hardship 	PP students had their basic needs met, ensuring they were able to focus on their academic progress in lessons and attending after school revision sessions.	£25,962.54	Yes but with fewer large-scale revision sessions early in the year.
Incentivising revision for PP students, removing negative associations and overcoming social barriers to aspiration.	Provision of rewards for use of revision apps and attendance at revision sessions.	Providing rewards such as: <ul style="list-style-type: none"> Vouchers Revision equipment (i.e. flashcards, headphones etc.) To incentivise revision and encourage raising of aspirations of PP students.	PP attendance at revision sessions was higher than nPP. Usage of apps was equal to nPP students.	£6,439.19	Yes, but starting later in the year.
Ensuring access for all students to a rewarding and successful education experience.	Provision of alternate provision for those students who are unable to access mainstream school.	Alternate provision funded for PP students, such as: <ul style="list-style-type: none"> Military Training College YMCA courses in hospitality Education Futures Trust Forest School Ed Lounge 	Students who took part in alternate provision reported an improvement in resilience and self-belief	£29,750.75	Yes, but most alternate provision will now be delivered in-school.

Pupil Premium Strategy Statement 2018/19

<p>All PP students achieve positive progress 8 scores, and Basics measures.</p>	<p>Provision of support to curriculum areas through revision sessions, tutoring and consultancy.</p>	<ul style="list-style-type: none"> ▪ Small group Maths tutoring with an experienced Maths teacher, allowing for small group work outside of Maths lessons. ▪ PetXI externally provided revision sessions, ▪ Consultancy regarding pupil progress and exam marking. ▪ Subject specific equipment (i.e. DT Food Tech, Resistant Materials) 	<ul style="list-style-type: none"> ▪ Maths PP gap at 4+ was 22%, a 5% reduction from 2017 ▪ In DT Food Tech and BTEC IT, PP students outperformed their nPP peers, with 91% and 86% respectively achieving grade 4+ ▪ BTEC Business Studies achieved excellent results for PP students, with 94% achieving 4+. ▪ In BTEC Sport, PP students achieved an average grade 6, with 100% achieving 4+. 	<p>£92,971.07</p>	<p>Yes, but groups selected for interventions will be data-led, with smaller groups and higher impact.</p>
<p>The same ratio of PP students to attend trips as nPP.</p> <p>All PP students to attend at least one trip or enrichment opportunity each year.</p>	<p>Subsidising PP attendance for enrichment opportunities.</p>	<ul style="list-style-type: none"> ▪ Equestrian centre ▪ Theatre trips ▪ Music lessons & East Sussex Music Service 	<ul style="list-style-type: none"> ▪ Greater confidence and resilience from KS3 students participating in Equestrian Centre enrichment. ▪ Improved progress in English Literature for those students participating in Theatre trips. ▪ Improved participation in Music lessons from PP students. 	<p>£3,833.00</p>	<p>Yes</p>
<p>The most vulnerable PP students are supported pastorally in a bespoke, small-group 'school within a school' in which they can access the resources and assistance necessary to enable them to succeed.</p>	<p>Creation of 'Mckellen school' pastoral school solely for most vulnerable PP students.</p>	<ul style="list-style-type: none"> • Allowance for Head of Mckellen school. ▪ Student Support Manager's salary 	<ul style="list-style-type: none"> ▪ Mckellen attendance improved from 88-91% between January and July 2018. Behaviour points for Mckellen students reduced, term-on-term throughout the year. ▪ Uniform was purchased for a number of students in Mckellen, resulting in fewer behaviour points. 	<p>£21,518.19</p>	<p>No – whole school moving to organisation by year rather than 'school'. Most vulnerable PP students to be in tailored tutor groups</p>

					with experienced tutors instead.
Students have the opportunity to work with successful peers, supporting both progress and aspirations.	Peer mentors	<ul style="list-style-type: none"> Peer mentors (students from previous years' cohorts who return to the academy to work with current students) worked with a range of students across subjects such as English, Maths, Science and Humanities. 	<ul style="list-style-type: none"> Subjects which utilised Peer Mentors saw improved progress overall, but peer mentors' time was not rigorously tracked across the academy, resulting in a lack of specific data. 	£3531.70	Yes but more rigorously targeted from data
Our most vulnerable students are supported in reintegrating into mainstream school through a period in the 'Reintegration Unit'	Behaviour for Success Unit	<ul style="list-style-type: none"> Students access the Reintegration Centre when they have received a C4 in lessons. Students who are not coping with school can be placed on a 6 week support plan in the Reintegration Unit. Students who have been excluded can spend a period of each day prior to their return 	<ul style="list-style-type: none"> Reintegration of students was successful but not fully developed due to competing purposes of the unit. 	£54,922.43	Yes but refocused on reintegration rather than isolation.
i. Other Approaches					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Estimated impact	Cost	Continue 2018/19?
All students to be able to draw upon self-regulation and resilience skills during times of stress, anxiety or crisis.	Counselling service	<ul style="list-style-type: none"> Full-time counselling service (on-site) Exam-anxiety workshops and group support Full-time mental health nurse on site to support students in crises, liaise with healthcare providers and home to fully support our most vulnerable students. 	<ul style="list-style-type: none"> Students who took part in counselling reported a decrease in anxiety and increase in self-worth. Students who worked with mental health nurse reported that they found it easier to manage their behaviour positively. 	£73,369.12	Yes

<p>Raising aspirations and enabling a larger proportion of PP students to attend university.</p>	<p>Villiers Park</p>	<ul style="list-style-type: none"> Villiers Park programme, in which high-ability students in receipt of pupil premium are given the opportunity to visit universities, attend workshops and residential to build confidence, raise aspirations and give them a better chance of attending a top university. 	<ul style="list-style-type: none"> Villiers Park scholars progress is better than their PP peers who are not involved in VP. VP scholars took part in a number of enrichment opportunities including residential to boost aspirations. 	<p>£3,850</p>	<p>Yes</p>
<p>To improve attendance of PP students and reduce the PP/nPP attendance gap</p>	<p>Attendance Officer</p>	<ul style="list-style-type: none"> Attendance Support Officer monitored student attendance, liaised with home and strategized to improve attendance for PP students. 	<ul style="list-style-type: none"> Yr 11 – of 107 PP students – 63 had attendance 95% and above – 49 students had 97% and above by the end of the year. Targeted first day calling and home visits to engage the hard to reach Individual support plans Engagement with parents Rewards for improved attendance 	<p>£22,120.57</p>	<p>Yes</p>

5. Additional detail

For more information please read our Pupil Premium Policy.

Our full strategy document can be found online <http://www.thehastingsacademy.org.uk/about/pupil-premium>