

Pupil Premium Impact Statement 2018-2019

The purpose of the Pupil Premium Grant is to narrow the achievement gap (attainment and progress) between pupils from low income families and their peers. The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

The purpose of this report is to identify impacts of the PP spend 2018/19 and assess the effects it has had on the key areas set out in the strategy 2018/19. The DFE provides the following guidelines:

Pupil Premium for 2018-19 (1st September 2018 – 31st August 2019)

No of Students eligible for PPG	Amount per student	Total amount
268 29.8% of students	£935	£228,570

Trends in narrowing the in-school gap/diminishing differences

Progress measures changed with the introduction of Progress 8 and Attainment 8 for 2017-18. National averages for 2018/19 are not yet available so comparisons based on 2017-18 outcomes.

Group	Progress 8	Outcome	Attainment 8
2018/19: All Students	+0.21*	P8 Above National Average	44.1
2018/19: Disadvantaged Students	-0.32	P8 Above National Average (-0.44)	35.7
2017/18: All Students	+0.39	P8 Above National Average	47.3
2017/18: Disadvantaged Students	-0.62	P8 Close to National Average (-0.44)	34.9
2016/17: All Students	+0.11	P8 Above National Average	39.8
2016/17: Disadvantaged Students	-0.44	P8 Very Close to National Average (-0.41)	29.7

*Estimated

Impact of interventions

The difference in Progress 8 between all students and students entitled to the Pupil Premium Grant has reduced from 1.01 grades in 2017-18 to 0.53 grades in 2018-19. Progress 8 for pupil premium students is above national average for 2018 - 19 based on 2017-18 figures.

Attendance

Disadvantaged Student Attendance	87.4%	National Disadvantaged student Attendance	91.8%
Disadvantaged Student % Persistent Absence	36.8%	National Disadvantaged Student % Persistent Absence	24.6%

The Skinners' Kent Academy's attendance figures for disadvantaged students are significantly below national averages for the same group. Persistent absence for disadvantaged pupils is also more than 10% higher than national figures. The direct negative impact poor attendance has on performance and student outcomes is well known. One of the key strategies to counteract this and to help drive improvement on attendance of all but more specifically disadvantaged students will be the appointment of an Attendance and Engagement Co-ordinator for the academic year 2019-20.

PP Grant 2018/19

A breakdown of expenditure is included in the Pupil Premium action plan, below is an overview of the spend.

Aspect	Total £
Leadership of Pupil Premium	£45,000
Teaching and Learning Strategies	£40,000
Literacy and Numeracy	£38,000
Raising Aspiration	£66,302
Widening Opportunity	£39,268

Priorities for 2019/20

We identified several areas on which we will be focusing for this academic year:

1. Continue with identification of underachieving PP students at each data drop, diminishing the difference; all measures
2. Careers, House, Raising Achievement based personalised experiences focused to ensure each student is inspired, so that they can then set goals and know exactly how to achieve those goals
3. Further developing our approach to persistent absence by appointing an Attendance and Engagement Co-ordinator
4. Further supporting disadvantaged students who have high levels of internal and external exclusions through appointing a Behaviour and Engagement Manager
5. Further development of the rewards policy and practice
6. Bespoke interventions for Year 11 starting from October 2019
7. To reduce barriers to learning caused by low reading and writing ability through Focus Skills groups, literacy interventions, handwriting club and Year 11 interventions

8. Continued and ongoing professional development for all classroom-based staff including teachers and Teaching Assistants with a focus on The Graduated Approach, Quality First Teaching and Best Use of Teaching Assistants.