



**Pupil Premium at The Skinners' Kent Academy**

## The Skinners' Kent Academy Pupil Premium Provision

### Purpose

The Government provides academies and schools with additional funding to help reduce inequalities and gaps in attainment between those students who meet the Pupil Premium criteria and their peers. This funding is called the Pupil Premium.

Every academy and school can select how they choose to use their Pupil Premium allocation, as they are best placed to assess what additional provision should be made for students. Pupil Premium funding was first introduced in April 2011. It is allocated to students who are currently known to be eligible for free school meals, have received free school meals in the last six years, are service children and students who have been looked after continuously for more than six months.

### Our Vision

Our vision goes well beyond simply narrowing a gap between those who are deemed economically advantaged and those who are not. We are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to succeed.

### Funding Received

For the year 2012/13, The Skinners' Kent Academy received £138 483 for Pupil Premium funding

For the year 2013/14, The Skinners' Kent Academy received £198 672.50 for Pupil Premium funding

For the year 2014/15, The Skinners' Kent Academy received £195 800 for Pupil Premium funding

For the year 2015/16, The Skinners' Kent Academy received £223 543 for Pupil Premium funding

For the year 2016/17, The Skinners' Kent Academy anticipates receiving £236 555 for Pupil Premium funding

### Educational Profile

The profile of the Academy in the academic year 2015/16.

NC Year Group	%PP	%FSM
7	33%	13%
8	37%	19%
9	34%	11%

10	37%	15%
11	40%	24%
12	19%	19%
13	36%	9%

### How 2015/16 funding was spent

Interventions	Description
Student support in the classroom	Higher Level Teaching Assistants, Teaching Assistants and Learning Mentors providing direct support within the classroom. This support can include 1 to 1 and small group support as well as the production and distribution of differentiated resources.
Family Support Manager	Providing support for vulnerable students and their families on issues both within and beyond the Academy. Overseeing and coordinating the work of outside agencies as well as directly supporting vulnerable young people both within and beyond the Academy campus.
Attendance monitoring	Daily, weekly and termly attendance monitoring takes place to ensure students are in the Academy as much as possible. In Year 11 the KS4 progress manager adds an additional layer of support with regards to attendance.
Staff Development	Enabling all staff to have the strategies to support vulnerable students both within and beyond the curriculum. Focusing on national research and sharing best practice.
Diagnostic testing	To diagnose specific barriers to progress and apply appropriate support.
One to one tuition	Providing a programme of 'booster' sessions to support understanding and progress (with a particular focus on literacy and numeracy).
Counselling	To provide appropriate support for specific issues.
Alternative curriculum placements	Enabling those with particular needs to access a curriculum that enhances their chances of gaining suitable educational/vocational opportunities when they leave the Academy.
Extra-curricular opportunities	Clubs, trips and visits that will enrich students' enjoyment and understanding of the curriculum and to provide opportunities that they would not otherwise have access to.
Themelia Programme	To ensure all students have a level of literacy and numeracy that enables them to access the curriculum.
ICT Support	Support for students who do not have access to a computer at home through access to a device on our iPad programme.
Mentoring Programme	One to one mentoring support to monitor and guide progress.
Target Setting Meetings	At the beginning of the academic year, students, their parents / carers and the student's mentor meet face to face to discuss the coming year, targets for every subject and expectations.

Termly Tracking of Progress	Students work is marked and monitored on a regular basis and formally assessed to enable termly tracking data to be sent home for every subject. This data informs both parental and mentor discussions.
Breakfast Club	Access to Teaching Assistants every morning before the Academy day starts to discuss academic or non-academic matters. A free breakfast is also supplied to ensure students are nutritionally prepared for the Academy day.
Motivational trips	Trips that both inspire and enthuse students to achieve their very best and reach beyond the realms of what they believe is possible. Trips to Greenwich University are included to support improving aspirations for students'.
Hardship / Benevolent Fund	To support families with household / everyday items where financing these has become difficult. It also supports with Academy uniform and sports kit where appropriate.
Most Able and Talented Provision	Preventing financial implications becoming a barrier to excellence in any given area. The Most Able and Talented programme is free to all who participate.
Careers Education, Information Advice and Guidance	Supporting the creation of pathways to ensure students' know and understand the route for their self-generated success criteria.
Summer School	To aid transition from primary school
Revision Clinics	To provide expertise and a venue for high quality revision. These clinics are held at weekends and during the Academy holidays.
Reading Mentors	Supporting the improvement of reading ages for the most vulnerable students.
Numeracy Mentors	Supporting the improvement of numeracy levels for the most vulnerable students.
IL Club	Every evening a teaching assistant offers an Independent Learning club in the library at the Academy. This enables students to access resources within a safe and secure environment and access the support provided by our Learning Support Team
KS4 Student Learning and Progress Advocate	To provide additional support to KS4 students as they adapt to the rigours and expectations of KS4 courses. Working specifically with students to support their progress across all subjects.
MathsWatch	MathsWatch is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service

#### Plans to spend the current year's allocation 2016/17

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IL Club	Every evening a teaching assistant offers an Independent Learning club in the library at the Academy. This enables students to access resources within a safe and secure environment and access the support provided by our Learning Support Team
ICT Support	Support for students who do not have access to a computer at home through access to a device on our iPad programme.
Academy Attendance Support Programme	A catch up programme for students whose attendance has dropped to ensure they complete and get support with work missed.
Handwriting Support Club	Led by Teaching Assistants to support students with handwriting and the speed of handwriting, this is crucial for assessments and examination preparation.
Accelerated Reader Programme	To support and develop reading comprehension and provides students with suitably challenging but accessible books.
Revision Guides	To support students with end of term assessments and retention of key knowledge and information.
Focus Skills Groups	To support and develop individual weaknesses for example, fine motor skill development, self-confidence and resilience, social communication and interaction and assessment techniques.

The Skinners' Kent Academy Pupil Premium strategy is reviewed on a termly basis. This includes reviewing the attainment, progress, behaviour and attendance data of all students in the Academy alongside Pupil Premium and Non Pupil Premium students. The Academy also reviews the impact of the interventions and devises plans for the following term to ensure maximum impact.

### Educational impact of the Pupil Premium at The Skinners' Kent Academy 2015-2016

National indicators measuring student progress and attainment have changed in recent months and new performance indicators were introduced by the DfE for the first time in 2015-16. As a result, it is difficult to compare progress for the 2015-16 Year 11 cohort to the progress of previous cohorts.

As an indicator of the success of the interventions above, our vulnerable students in Year 11 achieved the following progress results (Unvalidated data, final result to be confirmed in January 2017).

Progress 8	Progress 8	English element	Maths element	English Baccalaureate element	Open element
All students	0.34	0.22	0.93	0.32	0.04
Vulnerable students	0.08	0.05	0.76	0.07	-0.35
Non Vulnerable students	0.56	0.36	1.1	0.55	0.37

The national average progress 8 score is zero, so all of the above Skinners' Kent Academy statistics are classified as better or 'significantly better' than the national average for this group (with the exception of the open element). This is true testament to the level of support provided for all students at our Academy. In previous years, this has been measured by Value Added, which is centred around a national 'all student' average score of 1000.

	National data (average across the country)					Skinners' Kent Academy				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
All Students Value Added	1000.0	1000.0	1000.0	1000.0	1000	1037.4	1026.9	1002.6	1010.0	1025.0
Vulnerable Students Value Added	981.4	981.6	983.4	977.6	976.3	1027.3	1028.0	973.2	998.6	1001.9
Non-vulnerable Students Value Added	1005.6	1005.5	1005.7	1008.0	1008.7	1036.3	1035.5	1030.1	1026.9	1046.5

All of the above Skinners' Kent Academy statistics are classified as 'significantly better' than the national average for this group (with the exception of Vulnerable Student Value Added in 2012/13).

*Attainment of Year 11 Vulnerable Groups – 2015/16 (unvalidated)*

	ATTAINMENT 8 (average achievement)	BASICS % A*-C in both E&M	English Baccalaureate	5A*-C inc E&M
All	44.27	58%	17%	52%
PP	40.95	49%	10%	38%
Non PP	47.27	65%	22%	61%
FSM	41.5	45%	9%	36%
Non FSM	46.5	62%	20%	56%

*Attainment of Year 11 Vulnerable Groups – 2014/15*

Group	Number	% 3 A*-A	% 5 A*-C inc E+M	% 5 A*-C	Total Points Score	Best 8 Points Score
<b>FSM</b>	15	0%	40%	60%	290	266
<b>Non FSM</b>	48	6%	58%	65%	368	314



<b>PP</b>	26	0%	38%	42%	289	262
<b>Non PP</b>	37	8%	69%	78%	387	329

*Attainment of Year 11 Vulnerable Groups – 2013/14*

Group	Number	% 3 A*-A	% 5 A*-C inc E+M	% 5 A*-C	Total Points Score	Best 8 Points Score
<b>FSM</b>	17	6%	24%	29%	298	265
<b>Non FSM</b>	48	25%	54%	58%	389	301
<b>PP</b>	36	8%	31%	36%	312	265
<b>Non PP</b>	29	34%	66%	69%	431	326

*Attainment of Year 11 Vulnerable Groups – 2012/13*

Group	Number	% 3 A*-A	% 5 A*-C inc E+M	% 5 A*-C	Total Points Score	Best 8 Points Score
<b>FSM</b>	22	0%	27%	73%	372	283
<b>Non FSM</b>	52	13%	58%	83%	457	332

<b>PP</b>	30	0%	37%	73%	376	277
	44	16%	59%	86%	493	337

The use of the Pupil Premium at The Skinners' Kent Academy is helping to secure attainment for disadvantaged students year on year above national expectations and we can see an upward trend since 2012/13 of the percentage of students achieving 5 A\*-C including English and Maths other than 2013/14 for Pupil Premium students.

*Performance of Year 11 Vulnerable Groups against Fisher Family Trust targets 2015/16 (unvalidated data)*

	% A*-C GCSE English & Maths		English Baccalaureate		Attainment 8 English Grade (A*-G)		Attainment 8 Maths Grade (A*-G)	
	FFT Estimate	Actual	FFT Estimate	Actual	FFT Estimate	Actual	FFT Estimate	Actual
Academy	35%	58%	4.6	4.9	4.1	5.0	8%	17%
PP	31%	49%	4.4	4.5	4.0	4.5	6%	10%
Non PP	39%	65%	4.7	5.2	4.2	5.3	11%	22%
FSM	31%	45%	4.4	4.6	3.9	4.6	6%	9%
Non FSM	37%	62%	4.6	5.0	4.2	4.2	9%	20%

*Performance of Year 11 Vulnerable Groups against Fisher Family Trust targets 2014/15*

<b>At least Expected progress KS2-4</b>	<b>English</b>	<b>Maths</b>
<b>All students</b>	86% (63%)	80%(54%)
<b>FSM</b>	80% (67%)	73% (52%)
<b>Non FSM</b>	88%(61%)	82%(54%)
<b>Pupil Premium</b>	71%(62%)	86%(52%)
<b>Non Pupil Premium</b>	67%(64%)	83%(55%)

*Performance of Year 11 Vulnerable Groups against Fisher Family Trust targets 2013/14 (FFT A targets shown in brackets)*

<b>At least Expected progress KS2-4</b>	<b>English</b>	<b>Maths</b>
<b>All students</b>	73% (66%)	83% (55%)
<b>FSM</b>	73% (63%)	73% (51%)
<b>Non FSM</b>	73% (67%)	87% (57%)
<b>Pupil Premium</b>	68% (65%)	73% (52%)

<b>Non Pupil Premium</b>	81% (67%)	96% (59%)
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*Performance of Year 11 Vulnerable Groups against Fisher Family Trust targets 2012/13 (FFT A targets shown in brackets)*

<b>At least Expected progress KS2-4</b>	<b>English</b>	<b>Maths</b>
<b>All students</b>	73% (61%)	78% (56%)
<b>FSM</b>	64% (53%)	64% (45%)
<b>Non FSM</b>	78% (65%)	85% (62%)
<b>Pupil Premium</b>	63% (57%)	70% (58%)
<b>Non Pupil Premium</b>	82% (64%)	85% (60%)

The use of the Pupil Premium at The Skinners' Kent Academy is helping to ensure progress for these disadvantaged students year on year is above FFT A targets.