

## Sirius Academy West Pupil Premium Profile 2017-2018

<b>Total number of pupils in the school</b>	1429 (Years 7-11) 1576 (including Sixth Form)
<b>Number of PP-eligible pupils:</b>	692 (48.4 %) There are 38 6 <sup>th</sup> Form students who have previously been supported by PP funding
<b>Amount per pupil:</b>	£935
<b>Total pupil premium budget:</b>	£647,020

### Evidence of school performance

#### Headlines 2016 and 2017

- The proportion of students eligible for pupil premium is well above average
- The pupil premium has had limited impact on the progress of disadvantaged pupils.
- 2017 results show that Sirius Academy West achieved a P8 score of -0.47 for our disadvantaged learners.
- Underachievement was greatest with those disadvantaged learners whose ability was mid to high.
- Leaders are aware that further work is needed to diminish the gap between disadvantaged pupils and other pupils at KS4.
- To ensure the pupil premium is having a direct impact on disadvantaged learners the LGB have commissioned an external review.
- Results in 2016 showed that gaps had been diminishing both internally and when compared top national outcome.
- P8 score for disadvantaged -0.03 compared to National other students 0.1%
- P8 score for English -0.24 (compared to National other 0.08)
- P8 score for Maths -0.42 (compared to National other 0.1)
- FFT self-evaluation dashboard in 2016 showed that Pupil Premium students (FSM 6) were above national average with a score of +0.49

#### Statements from last Ofsted report 2014 relating to the performance of disadvantaged pupils:

- Learners who are eligible for additional funding through the pupil premium make similar progress and have similar attainment to their peers and sometimes do even better. This is due in part to the additional support the school provides for them. Their achievement compares very well to the achievement of similar groups nationally, including in English and mathematics.
- Pupil premium funding is used to good effect and not only provides additional academic support but helps raise students' aspirations through trips and visits; for example, to universities. As a result, these pupils' achievement is outstanding.
- Governors monitor the budget very effectively, including the use of the pupil premium funding and its impact on eligible students' progress

Summary information of Academic Year 2016-17					
School	Sirius Academy West				
Academic Year	2016-17	Total PP budget	£661,980	Date of most recent PP Review	
Total number of pupils	677	Number of pupils eligible for PP	677	Date for next internal review of this strategy	Dec 2017

NB/ School data taken from Schools & Colleges (Key Stage 4 and 16-18) Performance Tables Checking Site

1. Current attainment		
	<i>Pupils eligible for PP (our school)*</i>	<i>Pupils not eligible for PP (national average 2016)</i>
Key Stage 2 Fine Point Level (Cohort size)	27.1	28.5
Progress 8 score average	-0.47	+0.12
Progress 8 English	-0.88	
Progress 8 Maths	-0.87	
Progress 8 English Baccalaureate Slots	-0.57	
Progress 8 Open Slots	0.16	
Progress 8 score average for Higher Ability Pupils	-0.34	+0.07
Progress 8 score average for Middle Ability Pupils	-0.29	+0.14
Progress 8 score average for Lower Ability Pupils	-0.03	+0.19
Attainment 8 score average	36.26	52

## 2. Barriers to future attainment (for pupils eligible for PP) REVIEWED – September 2017 for 2017/18

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Literacy: Students arrive significantly below national attainment in the majority of year groups. Reaching chronological reading age is an issue to address for a number of students, however, a key focus needs to be securing the progress of disadvantaged students who are middle attainers (48%/ 47% of students in Yrs10/11 are in this band)
<b>B.</b>	Pastoral: The locality is one of significant deprivation (SDI 0.34 compared to 0.2 nationally) increasingly so for students eligible for pp funding. This brings with it several significant barriers to outcomes, including ESD which need wider support. Hull is ranked 3 <sup>rd</sup> most deprived LA in England.
<b>C.</b>	Numeracy: A significant minority arrive with below age related expectancy in numeracy and we need to rapidly improve the progress of middle attainers at Key Stage 4 as half of the PP students are in this band.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance rates for pupils eligible for PP were 90.1% in 2016/17. Below the target of 95% for all students and below national comparable data of 92.5% (SFR 14/2017)
<b>E.</b>	Enrichment: A significant number of our PP students do not get access to activities that would broaden their knowledge or raise their aspirations.
<b>F.</b>	Parental Engagement: Although improving, a significant number of students' (eligible for PP funding) parents/guardians remain difficult to engage with traditional approaches.

## 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged students progress as well as the national average and diminish the in house gap with others in English and mathematics.	Gap to National ave in P8 publications in line with Nat ave.
<b>B.</b>	Disadvantaged students progress as well as the national average and diminish the in house gap with non pp students in other National Curriculum subjects.	Gap to National ave in P8 publications in line with Nat ave. (e.g EBacc, open element)

<b>C.</b>	Disadvantaged students attend the academy regularly and are prevented from becoming persistent absentees.	PP attendance in line with National comparative data and in house gap with non pp students diminishes
<b>D.</b>	Disadvantaged experience a wide enrichment offer and subsequently have higher aspirations for their future pathways.	Registers, Post 16 destination data show increase students accessing higher level courses.

The next section of the report is the Review of Expenditure 2016-17. This is followed by our Proposed Spend for 2017-18.

In the “To be continued into next year?” column, **RED** indicates discontinuation of that intervention completely, **YELLOW** continuation but with adjustments and **GREEN** if we are continuing or expanding the intervention.

<b>Review of Expenditure</b>	<b>Academic Year 2016-2017</b>
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Barrier Area	To develop an effective infrastructure that supports the raising of attainment and narrows the gap.					
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	Cost	To be continued next year?
Appoint a Pupil Premium Champion from the current Senior Leadership Team  (to be reviewed after 1 year)	Clear lines of accountability and allows for frequent monitoring of impact of expenditure. Leading to diminishing gap between disadvantaged and non.	MWH	The disadvantaged gap has increased, In particular both English and Maths the gap widened.	The SLT member of staff needs to have greater experience in both holding ‘owners’ to account and ensuring appropriate trackers are in place to monitor all expenditure.	<b>Up to 47% contribution</b>	
Cost of employing primary trained nurture group teachers. One FTE in English and one 0.6 in Maths	Nurture groups reporting appropriate progress being made at each Prog cycle.	MWH	Turquoise pathway has been able to be maintained in year 7 also. These small class sizes have allowed faster progress (see progress data)	In the new academic year 71% of students in pathway turquoise are PP, however in the next one up, emerald 51% are also PP. Therefore, review how this additional capacity can be used to further increase the progress of those students also.	<b>53000</b>	

Cost of employing lead teachers in maths (x2), Science, Computer Science and MFL to support narrowing the gap in student outcomes	Smaller class sizes allowing 'day to day' in class support. Leading to diminishing the gap in house data.	MWH	Outcomes for 2016/17 do not show expected progress. The impact of lead teachers has been to focused on their work with helping colleagues rather than outcomes for students.	Rigorous focus on the outcomes of classes that lead teachers take is required through the whole academic year and reported on after each progress cycle.	<b>143000</b>	
Cost of additional salary payments for 3 Year Head posts to support progress tracking and intervention identification	By supplementing the Pastoral House leader structure with academic heads of year greater progress being reported towards WA year targets for all students but a narrowing of the gap for PP.	MWH/BCA	The two academic heads in Year 9/10 were tasked with identifying underperforming pupils and providing a variety of different interventions depending on the cohort. This was carried out and had varying degrees of success.  The head of year 11 role had a slightly different focus and was not used in a similar way to the heads of Y9/10	Impact assessments should be introduced to attempt to quantify the effect of different strategies.  Much greater clarity and monitoring is needed for the role of Head of Y11	<b>11000</b>	
To action the services of relevant examination bodies consultants  (Enhancing access for all students)	Core staff fully aware of changes and criteria of new grading system and specifications	GAR	The full positive impact was not see across the academy for disadvantaged students in higher, middle attaining groups. However, there was evidence that impact had been seen in the low attaining English groups.	A more intensive academy approach to staff training, in terms of levels 3-5 in particular is to be adopted. New QA model will reflect this priority	<b>1000</b>	
Revision Conferences – prepare students for	Intensive revision conference allows students to cover exam	GAR	Amended - Revision workshops & master classes	Departments to review which models had the greatest impact and then plan accordingly.	<b>9000</b>	

examinations and address low aspirations	skills and cover a range of revision methods		took place throughout the academy. The CAT VP T&L has reviewed which style of additional workshops and revision classes had the greatest impact in each departments. (CAT minutes)			
Accelerated Reading Programme (Renaissance Learning)	Improved reading ages and comprehension, leading to better progress and attainment	TBR	In year 7 students made an average progress of 12 months increase in their RA.  In Year 8 students made an average progress of 10 months increase in their RA.  Year 9 - students made an average progress of 11 months increase in their RA.  Year 10 - students made an average progress of 13 months increase in their RA.	Students with RA in line with chronological reading ages to be given additional reading materials to offer more challenge. Students who did not make the expected progress to access corrective reading and lexia.	<b>4500</b>	
Reading and literacy intervention improvement programmes including costs of employing 3 Literacy PSA staffing costs to deliver a range of literacy improvement interventions	Additional capacity allows greater delivery to a larger number of disadvantaged students and better outcomes in line with age related progress.	TBR	On average the students made 9.5 months' progress in their RA. With 78% students making more than expected progress.  22 students accessing Lexia made an average of 10 months' in Reading Ages and 12 months in their spelling. With 90% making over 12 months progress in the year.	Utilise Lexia as a starting point for students with lower levels of Literacy.	<b>10000</b>	

including Corrective Reading Intervention,						
One to one LAC tuition	Pupils who are under age related emotional, social, behavioural and academic progress are identified swiftly make rapid catch up in all areas	RMO/ BHA	A range of proactive interventions with the main focus on emotional wellbeing leading to literacy/numeracy recovery then curriculum subjects areas as and when required. All pupils are progressing.	All pupils to be treated with a holistic approach to enable all pupils to develop/progress according to their very individual needs and circumstances. Opportunities to be available individual interventions work well.	<b>9120</b>	
Incentive programme to support the development of positive student attitudes to learning	Increased number of PP students becoming expert or advanced learners at the end of each cycle.	VST	Compared to all students the % of PP students who are judged to be expert or advanced learners is slightly less compared to the overall figures. Potential learners, in all year groups, is greater for PP students	The gap is closing and the incentives are deemed accessible for all students	<b>4000</b>	
VIP reward programme to support the development of positive attitudes to learning.	Increased number of PP students gaining the weekly VIP passes	VST	Compared to all students the % of PP students who are judged to be expert or advanced learners is slightly less compared to the overall figures. Potential learners, in all year groups, is greater for PP students	VIP are particularly popular with PP students – they enjoy the reward of breakfast/break/ after school snacks. More bespoke rewards could be given at key points in the year, eg selection boxes at Christmas	<b>5000</b>	
Develop study skills programme to support up to 60 targeted Pupil Premium students	Students benefit from having additional hours of focused English and Maths session during tutor. Students had access to intervention materials in core subjects.	TBR	Students did not meet the expected progress which is reflected in the overall GCSE results of 59% Grade 9 -4 in English (either) and 51% in Maths.	Run workshop which provide support on using revision materials effectively to support their progress.	<b>10800</b>	

Intensive revision support at an offsite location during non-academy hours prior to the main examination (Butlins)	Disadvantaged students are given the opportunity for intensive revision away from both the academy and the local area. The additional support allows for the 'distractions' of learning in the home environment to be replaced with a business-like approach.	GRA	The full positive impact was not seen across the academy for disadvantaged students in higher, middle attaining groups. However, there was evidence that impact had been seen in the low attaining English groups.	A more intensive academy approach to staff training, in terms of levels 3-5 in particular is to be adopted. New QA model will reflect the monitoring of this priority	10000	
Ensuring Sustainability – Staff training (CPD)	With new strategies and the use of new software, staff feel confident that they can deliver high quality intervention.	KSP	Minimal and difficult to quantify. This was in part due poor reporting back procedures after which did not look at the longer terms outcomes for students rather than just the staffs' own experience.	Review the deployment of staff who have received training, in particular in literacy and numeracy and ensure that they used most effectively.	10000	

Barrier Area	To improve attendance and reduce the impact of poor attendance on students' progress and achievement					
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	Cost	To be continued into next year?
Cost of employing an Education Welfare Officer	Families & students are supported in trying to remove barriers to attendance. However, when appropriate necessary legal action is taken to 'enforce' attendance.	MWH/ADU	The Academy reports the second highest number of Fixed Penalty Notices and prosecutions. However, the % of persistent absentees still remains above the national average. Fixed Penalty Warning letters were however successful	Reassess time management of EWO so that more FPNW letters are sent after parental panel meetings have taken place.	43000	

			with those students who were between 85% - 89%.			
Cost of employing a Home School Liaison Officer	Provision of home visits to support absent students – be the link to allow continued education for students with difficulties getting to the Academy.	MHE	Key attendance students were met on a regular basis. Students unable to attend the Academy were provided with home support and home contact to check on their welfare. Provision of work for necessary students when unable to access the Academy.	Ensure effective planning is in place to visit as many students as possible. Provision of flexibility in the working day to allow visits to happen at different times – will allow home contact with working parents.	<b>39000</b>	
Cost of employing mini bus attendance support driver and escort	Provision of a pick-up service for students beyond the traditional catchment area to allow their education to continue at the same establishment.	MHE	Low numbers on pick-ups. Some students set up to use the mini-bus didn't take advantage of the service.	Route to be re-evaluated on a regular basis. Record of all students using the service in an accurate and effective manner. Provision of the service for a more limited, agreed period to support student independence.	<b>3000</b>	
Reinforce the importance of attendance by developing weekly attendance house prizes. To be presented in assemblies.	Those students who have good/outstanding attendance are recognised and praised. As a consequence, self-esteem improved and attendance maintained for those individuals. Indirectly, constantly reinforcing the message of good attendance.	MHE	Due to mixed attendance in all tutor groups – difficult to give balanced competition – therefore difficult to engage all students. Positive factors for students doing well and promoting attendance. 100% students feel valued and rewarded.	Set up competitions at various levels to engage all students – more individual rather than collective. Continue to praise and promote 100% attendees.	<b>3760</b>	
Reinforce the importance of excellent punctuality	Those students who have good/outstanding punctuality are recognised and praised.	VST	Rolling programme of punctuality blitz. Cohort changes each time. Cohort is	Ensure cohort is appropriate and the blitz is effective. Involve parents in the process	<b>3760</b>	

by developing weekly punctuality house prizes. To be presented in assemblies	As a consequence, self-esteem improved and punctuality maintained for those individuals. Indirectly, constantly reinforcing the message of good punctuality		small and manageable and at times underlying issues emerge during this period which leads to increased support for key students.			
Create a Pupil Premium Attendance Discretionary Fund.  (e.g. to be used supporting with transport costs )	Transport issues, as a potential barrier to good attendance are removed via academy funding. This is a short term measure e.g. transition to schools in the East of Hull or short term medical issues.	MHE	Students needing taxis to support attendance to the Academy, particularly for exams, was effective.	Ensure planning is in place to effectively get students to the Academy using other transport in a timely manner. Ensure there is a timeline of when the support will be applied and withdrawn so as to avoid long term dependency.	<b>2000</b>	
Contribution to employment of enrichment coordinator for 2 days a week	Increased up take of PP students participating in a wider variety of activities both inside and outside of the academy.	MWH/ ASH	Significant impact is reported (see ASH report – Hull School Games Organiser/ Academy Enrichment Coordinator) Over 81% of disadvantaged students regular partaking in activities. The inclusive games programme also allows some to experience a competitive game situation against other schools in the local area.	Due to the present post holder widening his role with Hull PESS the academy has had to appoint internally. Ensure that the new Academy Enrichment organiser adopt the same rigorous tracking and reporting process.	<b>6400</b>	
To provide alternative education provision to support students with behaviour and attendance issues	The days lost to fixed term exclusions are reduced and the academy continues to remain better than the national average	ADU /VST	See LGB paper by AH Attitudes to Learning (Sept 2017)	Rise Academy joining the Trust will allow for greater flexibility and help increase the capacity to deal with high needs pupils, in particular at Key Stage 3.	<b>32409</b>	

Ensuring Sustainability – Staff training (CPD)	Staff are suitably qualified to lead in the future thus allowing long term sustainability of the activity. Negates the need to external commission.	VST/ KSP	There is clear evidence that some training of staff e.g. cheerleading qualifications has allowed more students greater participation in a wider offer of activities (see academy newsletters) Clear evidence from days lost to exclusion that staff training in AP has had impact	Consider how further training for other activities may allow a target of 100% participation in enrichment to be achieved. Review training needs of AP staff based upon partnership with Rise and cohort of students.	<b>5000</b>	
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<b>Barrier Area</b>	<b>Actions focused on addressing the complex social, emotional and behavioural needs</b>					
<b>Chosen Action/Approach</b>	<b>Desired Outcome/Success Criteria</b>	<b>Owner</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>	<b>To be continued into next year?</b>
Cost of employing Academy Nurse full-time (Contract with CHCP)	Students receive swift support as required. Students have a confidential pathway to appropriate external support	RMO	Confidentiality – see end of year report sent by CHCP.	With an extension of services provided by Headstart Hull, Barnados etc there will need to be clear processes in place to decide which support is most appropriate.	<b>34000</b>	
Create a Pupil Premium Discretionary Fund.to remove financial barriers to curriculum participation	No disadvantaged student is restricted in their ability to fully participate in all their curriculum, as a consequence of finances.	VST / ADU	Case studies demonstrate bespoke cases were students' financial barriers were removed e.g. help with food ingredients, arts equipment and specific things needed for trips. However, clear records were not kept of all.	Greater use of case studies to evidence how the financial assistance has helped individual students access the specific subjects. Greater accountability from CL in reporting its impact	<b>4000</b>	
Create a Pupil Premium Discretionary Fund to remove social	Disadvantaged students do not find that financial barriers become a barrier to learning	VST / ADU	See House Teams individual case studies	Greater use of case studies to evidence how the financial assistance has helped improve (or maintain) good attendance.	<b>5000</b>	

barriers to learning e.g. school uniform and equipment	or lead to unfair behavioural sanctions.					
Ensuring Sustainability – Staff training (CPD)	Students receive swift support as required Staff are suitable qualified to be able to confidently and efficiently support.	VST/ RMO	Greater skills set within the Academy allows more students to be supported. e.g. ELSA training	There is a need for clear systems of referrals and a clearer process for reporting impact. Investigate the commissioning external source to review this	<b>5000</b>	

<b>Barrier Area</b>	<b>To provide a safe environment that allows for extended learning opportunities.</b>					
<b>Chosen Action/Approach</b>	<b>Desired Outcome/Success Criteria</b>	<b>Owner</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>	<b>To be continued into next year?</b>
To extend the range of extra-curricular activities that are offered to students particularly after school clubs	A greater diversity in the activities offered ensures that aiming for 100% participation is achievable. Students feel that there is something for everyone.	ASH	See Enrichment marketing updated every half term. 81% of disadvantaged students partake on a regular basis.	Due to the present post holder widening his role with Hull PESS the academy has had to appoint internally. Ensure that the new Academy Enrichment organiser adopt the same rigorous tracking and reporting process.	<b>6000</b>	
To allow year 7 students an outward bound learning experience in their local environment (Contribution to summer school activities in this area)	All year 7 students are given the opportunity to experience an environment outside of both the academy and local area. Students are given opportunities to interact with students from other schools.	VST / DGO	Summer school still took place this year but the residential element was removed. Day at the Wildlife Park was particularly popular and enhanced students' outlook.	Removing the residential element saw numbers at the summer school drop slightly but was still generally well attended. All students were provided with a hot meal every day which helped to overcome the concern that during the 6 week break, certain groups of students do not access a nutritious meal. (DGO comparable data)	<b>4700</b>	

<p>Create a Pupil Premium Revision/ Booster Discretionary Fund.</p>	<p>Disadvantaged students are not detrimentally affected by not being able to financially access additional resources. Year 11 disadvantaged students are able to access more bespoke support</p>	<p>BCA / GAR</p>	<p>Case studies demonstrate bespoke cases were students' financial barriers were removed e.g. help with food ingredients, arts equipment and specific things needed for trips. However, clear records were not kept of all.</p>	<p>Greater use of case studies to evidence how the financial assistance has helped individual students access the specific subjects. Greater accountability from CL in reporting its impact</p>	<p><b>12000</b></p>	
<p>Strategies to Enrich the Curriculum for LAC students</p> <p>Promote self-study and increase LAC carer engagement with learning in the home</p>	<p>Pupils access a range of additional experiences and opportunities to support wellbeing and academic progress in and out of the academy Pupils are provided with specific access to curriculum and learning resources opportunities and the funding of specific items/activities to use in placement with carer engagement/promote self study with continuous communication with carers between school and home</p>	<p>RMO / BHA</p>	<p>All LAC students access stimulating and resource rich experiences in and out of school. All pupils respond positively and engage supporting progress and enrichment. A Range of resources available to support learning in placement with participation and guidance from carer engagement. Promoting readiness to learn and a reduction in the differences between PP and non-PP Availability of coffee mornings and resources</p>	<p>The use of support, therapeutic interventions and specialist advice are at the centre of an enriching and stimulating curriculum, impacting positively on students wellbeing and readiness to learn. The majority of cases this approach supports relational bonds which enable barriers to learning to decrease due to the positive emotional wellbeing and outcomes. If cannot attend parents evenings reports sent to carers.</p>	<p><b>4560</b></p>	
<p>Support Sixth form students, who have previously been pp students who then use their experiences, success to help raise aspirations of students younger than them</p>	<p>Sixth Form students, who have previously been PP use their experiences to promote greater aspiration and to years 7-11. This will include 6<sup>th</sup> Formers leading assemblies and open evenings</p>	<p>LRI / RRH</p>	<p>A record number of students in Year 11 have entered The College at Sirius West to continue their studies post 16. LRI – LGB records</p>	<p>Build upon practice to then use students who have gone on to University or higher level apprenticeships post 18 to further promote aspirational futures.</p>	<p><b>5000</b></p>	

<b>Ensuring Sustainability – Staff training (CPD)</b>	Staff are fully trained and feel confident in delivering high quality experiences for the students. In the long term there is no need to commission or seek external support.	KSP	Some training such as the ability to deliver extra-curricular activities impact can be seen in figures highlighted previously. However, others such as ones that impacted upon transition will take longer to show that it is embedded.	Due to the expansion of the Trust greater training will be delivered and good practices shared within.	<b>5000</b>	
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Barrier Area	To provide support to help parents/carers to better support their child/ children's' learning.					
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	Cost	To be continued into next year?
Extension of honoraria payment to create a parental engagement officer role with responsibility review strategies to encourage and assist greater numbers of parents and carers to attend parent/carer consultation meetings and participate in wider parental engagement activities	To increase the number of disadvantaged parents/guardians who a) Attend a parents evening or parental meeting regards progress b) Participate in a family learning activity.	MWH/ VST	Minimal and difficult to evidence due to member of staff attempting to do work outside of academy hours. A range of other strategies being in place at the same time e.g. additional year 7 settling in evenings, use of additional technologies, departments creating student/parent homework.	Greater clarity with regards to targeted groups rather than open ended parental engagement post.	<b>3000</b>	
<b>Total Expenditure</b>					<b>592058</b>	

*+pp champion contribution*

