

Pupil premium strategy statement - South Axholme Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	922
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Scott Barlow
Pupil premium lead	Mrs Laura Bullars (VP) Mr Adam Atkins (AAP)
Governor / Trustee lead	Mrs Diane Barratt Mrs Ellie Pearce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 184,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 184,000

Part A: Pupil premium strategy plan

Statement of intent

The South Axholme Mindset is at the heart of everything we do at South Axholme Academy.

We ensure every student Expects Excellence, is Respectful, Resilient and Ready to make a difference in the world. The South Axholme Mindset Curriculum has been designed to provide students with the core knowledge and cultural capital needed for further academic study, while enabling them to develop as citizens and engage effectively in the world beyond school. Our intention is to ensure students make outstanding progress and that the curriculum is ambitious in ensuring that all students follow the full breadth and depth of the National Curriculum and ensure that students can undertake studies in the EBacc and a full range of Option subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge
1	Cultural & Personal Development Experiences Many of our students who are eligible for the disadvantaged student funding do not have a wealth of cultural & personal development experiences. The current cost of living crisis has accentuated this. Fewer disadvantaged students access extra-curricular activities compared to non-disadvantaged students. Our semi-rural location and lack of public transport makes it difficult for many disadvantaged students to take advantage of cultural & personal development experiences beyond the school day.
2	'SAX' Ready Feedback from students, parents and teachers show that there is a need to continue to embed routines and high expectations with students who join the academy in Year 7, as well as in year transfers. The impact of the pandemic is still being felt with some students and families placing less importance on education.
3	Closing the progress and attainment gap between disadvantaged and non-disadvantaged students Although disadvantaged students at South Axholme Academy achieve higher than local and national (progress and attainment) there is still a significant gap between disadvantaged and non-disadvantaged students at South Axholme.

4	Attendance at Parents' Evening The attendance of disadvantaged students at Parents' Evenings, and other events where parental participation is required, is lower than non-disadvantaged students.
5	Higher Rates of Persistent Absenteeism There is a higher percentage of disadvantaged students are classed as Persistently Absent (absent for 10% or more of sessions) than non-disadvantaged students.
6	Curriculum Responding to Those Who are Not Thriving We have a 2yr KS4 and have made strong strides in developing an excellent curriculum vision and planning across the academy. We need to continue to build on that to ensure that we have all students on the most appropriate curriculum for their needs and future aspirations, whilst ensuring that our approach responds to the needs of those who are not thriving.
7	Low Reading Ages of Students on Entry Student performance data highlights that poor levels of literacy and/or skill in communication is a common factor amongst students who are not thriving. Assessments, observations, and discussions with students indicate that disadvantaged students have lower levels of reading than their peers. This impacts the progress made in all subjects.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
To eliminate attainment and progress gaps for disadvantaged students.	<ul style="list-style-type: none"> The progress of disadvantaged students is in line with non-disadvantaged students in all subject areas. GCSE outcomes for disadvantaged students are at least positive in all subject areas and working towards being in line with non-disadvantaged students nationally. Improving the proportion of students achieving a grade 5 plus in both English and Maths
To secure rapid improvements in reading, and engagement in reading amongst disadvantaged students.	<ul style="list-style-type: none"> Reading ages for disadvantaged students are in line with other similar students in the academy.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> The attendance gap between SAX disadvantaged students is reduced when compared to all students nationally.
To improve the attendance of disadvantaged students at parents' evenings.	<ul style="list-style-type: none"> The engagement of disadvantaged students at parents' evenings is in line with non-disadvantaged students and is working towards the academy's minimum target of 90% attendance.
To ensure that our KS4 curriculum remains broad and balanced, and that all disadvantaged students are able to	<ul style="list-style-type: none"> All disadvantaged students are able to access the same curriculum as non-disadvantaged students.

follow a curriculum that allows them to access a wide range of post-16 opportunities.	<ul style="list-style-type: none"> • Ensure that all disadvantaged students are on the correct curriculum path (and are well informed) to allow them to access a wide range of post 16 opportunities.
To increase the cultural capital of disadvantaged students within the academy.	<ul style="list-style-type: none"> • All disadvantaged students have the ability to access a wide range of extra-curricular activities. • All disadvantaged students have taken part in some form of cultural or personal development opportunity beyond their normal classroom experience.
To ensure a positive transition for all students, particularly disadvantaged students, from KS2 to KS3.	<ul style="list-style-type: none"> • Significant support is in place to facilitate the transition from primary to secondary and to reduce any barriers to learning to support the engagement of targeted families before they join SAX. • Attendance for disadvantaged students in Y7 is in line with the academy target of 96% • There are no gaps between the Behaviour points and suspension data for disadvantaged students v non-disadvantaged students in Y7.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Within the form time programme, reading skills are developed through Register and Read (RnR), and SAX Reads (KS3 only.)</p> <p>In RnR, extracts of fiction and non-fiction texts are read using reading comprehension strategies. According to the EEF this is a high impact strategy (+6 months).</p> <p>SAX Reads at key stage 3 enables forms to read a full book throughout the academic year. It allows students the opportunity to listen to and follow a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating 'sticking points' at</p>	<p>Reading comprehension strategies (+6 months).</p> <p>EEF Reading Comprehension</p>	7

<p>phonemic, semantic or word level to focus on comprehension.</p> <p>Appointment of Coordinator to ensure high quality and impactful resources.</p> <p>Training for staff and support in delivery.</p> <p>Quality Assurance of programmes to ensure high quality delivery.</p>		
<p>Develop of students reading in all subject areas. An emphasis on disciplinary literacy ensures that every teacher communicates their subject through academic language.</p> <p>Highly skilled subject specialists will be inspiring and challenge students in their given academic area.</p>	<p>Improving Literacy in Secondary Schools (EEF)</p> <p>Improving Literacy in Secondary Schools EEF</p>	7, 3
<p>Implementation of the "Disadvantaged First" Strategy to ensure all disadvantaged students academic attainment gap reduces.</p> <p>The disadvantaged first strategy ensures that the disadvantaged students are at the forefront of teachers' mind.</p> <p>CPD on specific CPD linked to disadvantaged students.</p>	<p>Effective professional EEF development guidance report recommends support for embedding of practice alongside initial modelling of practice.</p> <p>EEF Effective Professional Development</p>	3
<p>Staff CPD on "Great Teaching @ SAX" based on Rosenshines principles in order to support our teachers to engage further in research and bridge the gap between research and classroom practice (Learning communities.)</p>	<p>Effective professional EEF development guidance report recommends support for embedding of practice alongside initial modelling of practice.</p> <p>EEF Effective Professional Development Teaching and Learning Toolkit EEF</p>	3
<p>Bespoke in house training for ECTs (Early Career teachers) in addition to statutory support from Ambition and Subject Mentor.</p> <p>To further support Quality First Teaching.</p>	<p>Effective professional EEF development guidance report recommends support for embedding of practice alongside initial modelling of practice.</p> <p>EEF Effective Professional Development</p>	3
<p>Ensure that all students have access to the full range of options subjects and that disadvantaged students receive 1:1 guidance and support throughout the options process to ensure that they are selecting the correct students to allow to progress on an appropriate post-16 route.</p>	<p>'High ability disadvantaged students are less likely to take GCSEs in History, Geography, Triple Science and Languages than non-disadvantaged students.'</p> <p>The Sutton Trust Press Release</p>	6
<p>Focussed deployment of assistant teachers in core subjects (Mathematics,</p>	<p>The average impact of the deployment of teaching assistants is about an additional</p>	2, 3

English and Science) to improve the attainments of disadvantaged students in core subjects. Assistant teachers given additional training on how to effectively support students. Teachers given additional training of the use of assistant teachers.	four months' progress over the course of a year when deployed effectively. EEF Teaching Assistant Interventions	
Student Wellbeing and Personal Development Champions appointed to ensure opportunities for cultural capital.	Cultural capital is a key element in early years education, essential for helping children succeed in the future. It's about providing children with diverse experiences and knowledge that enrich their learning and development. EEF Learning About Culture	1
Fixed KS3 progress and achievement leader who has extended visits to all primary feeder schools to support the transition of disadvantaged students.	'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals' Linsell (2012). Alexander et al (2007) highlighted, 'students lose a month's learning over the summer break. And while this "summer slide" is likely to affect most students, it was estimated as being three times as severe for students from disadvantaged families.'	2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading skills are developed for specific learners through our Inspire Challenge and Engage (ICE) programme and through the "Fresh Start" Phonics programme. Appointment of ICE Reading Champion to develop, train and quality assure ICE Programme. Training of Assistant Teacher to deliver Engage. English teacher allocated at 2 x form times to deliver Challenge programme.	Reading comprehension strategies are high impact on average (+6 months). EEF Reading Comprehension Strategies Phonics has a positive impact overall (+5 months) with very extensive evidence and is a key component in the development of early reading skills, particularly for children from disadvantaged backgrounds EEF Phonics	7

Senior Leadership team to deliver Inspire Programme. Training and resources for delivery of Fresh Start Programme.		
Identification of students who need more support accessing and completing home learning.	Effective home learning has a positive impact on the progress made by students (+5 months). EEf Home Learning	3
Easter and May half term intervention groups for targeted disadvantaged students at Key Stage 4.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF 1:1 Tuition EEF Small Groups	3
Additional Maths and English Intervention sessions to support increase in Grade 5+ in both Maths and English	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF 1:1 Tuition EEF Small Groups	3
Disadvantaged students progress mentors designated to improved attained and provide extended opportunities for disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF 1:1 Tuition 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought, said, and helping to engender an appreciation of human creativity and achievement' (National Curriculum 2014).	1, 2,3, 5
CIAG programme for KS4 to ensure no NEET disadvantaged students and wider destination opportunities for disadvantaged students. All Y9-Y11 disadvantaged students to receive 1 to 1 careers advice (from a commissioned independent and impartial careers advisor) where parents are informed and	EEF Aspiration Interventions The DFE report on Strategies to raise Aspirations in Disadvantaged students (2014) suggested that pro-active work to develop partnerships and links with universities and other external	1,6

encouraged to attend the meetings. HEI visit – all disadvantaged have the opportunity to visit a university.	<p>organisations (e.g. local employers) that can provide support for aspiration-raising and career development activities.</p> <p>The Gatsby Benchmark Toolkit identifies that successful schools have 'a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances.'</p>	
Portion of budget reserved to meet individual student need as it arises in a more responsive way.	Our own experience over several years is that we have had to rely on a contingency to meet one-off or unplanned for student need. Not having a contingency in place would mean we are likely to fail to meet pupil need as it arises.	All

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Support Officer and additional administrative support for attendance. First day call and home visits targeted towards FSM (Free School Meals) and disadvantaged students. Target rewards for attendance.</p> <p>Attendance champion in post to work with disadvantaged students at risk of persistent absenteeism.</p>	Embedding principles of good practice set out in the DfE's improving school attendance advice.	5
Parental communication of curriculum breakout days (to support with attendance and cultural capital)	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that	1, 5

	personalised messages can promote positive interventions. EEF Parent Engagement	
Parental communication for parents evening. Priority communication, support and follow up	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions. EEF Parent Engagement	3, 4
Student in year 7 to be identified to receive one to one support with students being SAX ready via PAL or SLT and the use of different waves of intervention.	The EEF Toolkit (2019) states, 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning'. The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for disadvantaged students. EEF Behaviour Interventions	2
To ensure all disadvantaged students have equal access to extra-curricular activities and financially dependent curriculum activities.	Cultural capital is a key element in early years education, essential for helping children succeed in the future. It's about providing children with diverse experiences and knowledge that enrich their learning and development. EEF Learning About Culture	1
To reduce barrier to learning for all students allowing them to access funding to ensure that they are not disadvantaged with school uniform and equipment.		2, 3
To develop the SAX Mindset days to further develop skills and personal qualities.	Cultural capital is a key element in early years education, essential for helping children succeed in the future. It's about providing children with diverse experiences and knowledge that enrich their learning and development. EEF Learning About Culture	1
Year 6 SAX Mindset familiarisation visits for	'... schools boost the self-esteem, aspirations and work ethic of more	2

<p>vulnerable disadvantaged students. The focus is to support transition and reduce barriers to learning and improve engagement of targeted families.</p>	<p>vulnerable children, many of whom are on Free School Meals' Linsell (2012). Alexander et al (2007) highlighted, 'students lose a month's learning over the summer break. And while this "summer slide" is likely to affect most students, it was estimated as being three times as severe for students from disadvantaged families'</p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments. For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.41.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 43.04. See DfE guidance for more information about KS4 performance measures. We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution). The national Attainment 8 score for disadvantaged pupils in 2023/24 was 34.5. For Progress 8, the national average score for disadvantaged pupils was -0.57.

For both Progress 8 and Attainment 8 the score for disadvantaged students at South Axholme Academy was well above National Average. There continues to be a gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils. The Progress 8 score of our non-disadvantaged pupils was 0.33, and the Attainment 8 score was 48.35.

EBacc entry for disadvantaged pupils at South Axholme academy in 2023/4 was 27.59%. The percentage of disadvantaged pupils gaining a grade 5 or more in both Mathematics and English was 27.59% (National 25.8%)