

## Pupil premium strategy statement – South Axholme Academy

This statement details our school's use of pupil premium (and recovery 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	958
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Scott Barlow (Principal)
Pupil premium lead	Laura Bullars (Vice Principal)
Governor / Trustee lead	Diane Barratt (Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,672
Recovery premium funding allocation this academic year	£38,364
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	£172,036

## 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	<b>Cultural and Personal Development Experiences</b> Many of our students who are eligible for the disadvantaged student funding do not have a wealth of cultural and personal development experiences and Covid-19 may have potentially decreased their opportunities further. Fewer disadvantaged students access extra-curricular activities compared to non-disadvantaged students and Covid-19 has decreased their opportunities further.
2	<b>SAX Ready</b> Feedback from students, parents and teachers show that there is a need to re-establish routines with students in Years 8 and 9. Students in Year 7 need further support in being 'SAX ready' due to the gaps in education, again due to the pandemic prior to joining SAX.  These issues are partly connected to the lack of routine and the additional challenges presented to teachers in leading positive behaviour, contributing factors such as changes in restrictions in the classroom setting and Management techniques due to Covid-19.
3	<b>Gaps in Learning</b>

	<p>The impact of the National Lockdown on students' progress and their access to remote learning via Microsoft Teams means that there are gaps in students' knowledge, skills and understanding.</p> <p>A higher percentage of disadvantaged students did not have access to hardware or WIFI and this widened the gaps in attainment, progress and communication / well-being.</p> <p>A higher percentage of disadvantaged students' parents were unable to support with the use of hardware and this widened the gap.</p>
4	<p><b>Attendance at Parents' Evening</b></p> <p>The attendance of disadvantaged students at parents' evening, and other events where parental participation is requested is lower than non-disadvantaged students.</p> <p>Due to Covid-19, virtual parents' evenings may mean that the virtual engagement provided further barriers.</p>
5	<p><b>Higher Rates of Persistent Absentees</b></p> <p>There is a higher percentage of disadvantaged students who are Persistent Absentees - absent for 10% or more sessions from school than non-disadvantaged students.</p>
6	<p><b>Lower EBacc Entry</b></p> <p>The gap between the current EBacc entries for disadvantaged students compared to non-disadvantaged students nationally is widening, particularly with disadvantaged boys.</p>
7	<p><b>Confidence in Students Preparing for Examinations</b></p> <p>Covid-19 disruption has affected the confidence of students and preparation for their examinations (Year 10, Year 11, and Year 13). Year 13 students have not had the experience of external examinations. Students appear worried about the uncertainty of what the examinations will look like and how disruption will affect their readiness to do well.</p>
8	<p><b>Curriculum Responding to Those Who are Not Thriving</b></p> <p>A review of curriculum intent and implementation was interrupted by Covid-19. We had made some strong strides and there are a number of features of excellent curriculum vision and planning across the academy. We want to strengthen consistency and build on that, particularly with a perspective on the way in which our 'normal' approach responds to the needs of those who are not thriving.</p>
9	<p><b>Reading</b></p> <p>Student 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 discussion with students indicate that disadvantaged students generally have lower levels of reading than peers. This impacts their progress in all subjects.</p>

## 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
Eliminating attainment and progress gaps for Disadvantaged students	Progress of disadvantaged students is in line with non-disadvantaged within all subject areas. The GCSE and A Level outcome for disadvantaged students are at least positive in all subject areas and working towards being in line with non-disadvantaged students nationally.
Rapid improvement in reading, and engagement in reading for disadvantaged students.	Reading ages for disadvantaged students to be in line with similar learners within the academy.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	To reduce the attendance gap between SAX disadvantaged students compared to all students nationally.
To improve the attendance of disadvantaged students at parents' evenings.	Disadvantaged students' parental engagement through parents' evening is in line with non-disadvantaged and working towards the Academy's minimum target of 90%.
Developing skills, personal qualities and building a positive home/school relationship	All LAC (Looked After Children) students to have termly semi- structured interview, to discuss the challenges and areas of development within school to guide LAC grant spending.
A tailored approach towards improving mental wellbeing, behaviour for learning and to reduce exclusions for disadvantaged students	Early intervention for disadvantaged students at risk of disengagement from school and at risk of exclusion. Recommendations from the Educational Psychologist support action plans/ Life Coaching/With me in mind/ Early Help Assessments/ EHCP's for disadvantaged students. All disadvantaged students at risk of permanent exclusion leave with a 'suite' of qualifications and attain a progress 8 score of above -1.4. All alternative provision students have a post 16 progression route, with 100% of students in post 16 education and/or training . Reduce the number of disadvantaged students' behaviour points by 10%

KS4 curriculum – Increased KS4 offer.	90% of Disadvantaged students select Aspire or Achieve route and engage in enrichment after school activities.
To increase the cultural capital of disadvantaged students within the academy.	100% of disadvantaged students have the ability to access to extra-curricular activities.
Improve engagement of students/ families in the school community.	A target of 85% of disadvantaged students to take part in some form of extra-curricular activities or events.
Positive transition for KS2-KS3.	Support transition and reduce barriers to learning and improve engagement of targeted families. Ensure high levels of attendance for year 7 (in line with academy target (95%))
Improved destination data and raised aspiration for disadvantaged students.	100% of disadvantaged students are in sustained employment, training, or education after two terms.  Student voice to highlight positive contribution of higher education visits/enrichment days/ school wide AIG events on their post 16 aspirations.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery 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
Reading skills are developed through Register and Read (RnR), our Inspire Challenge and Engage (ICE) programme, Phonics programme and through key stage 3 SAX Reads.  In RnR, extracts of fiction and non-fiction texts are read in	Reading comprehension strategies are high impact on average (+6 months). <a href="#">EEF Reading comprehension</a>	9

<p>form time weekly, and questions are used to develop understanding and reading comprehension.</p> <p>SAX Reads at key stage 3 enables forms to read a full book throughout the academic year.</p> <p>ICE and Phonics programmes provide specific support for targeted students.</p>		
<p>No Lost Learners Strategy.</p> <p>CPD and practice sharing around disadvantaged first strategy.</p> <p>Weekly SAX professional development meetings based on evidence-based research.</p> <p>Bespoke in house training for ECTs (Early Career teachers)</p>	<p>Effective professional EEF development guidance report recommends support for embedding of practice alongside initial modelling of practice.</p> <p><a href="#">EEF Effective professional development</a></p> <p>ECT training through Ambition Institute and DRET teaching school.</p>	<p>3, 7 &amp; 8</p>
<p>KS3 Curriculum offering breadth and ambition for all students particularly for those who are not thriving.</p> <p>Teaching and Learning leads supporting departments and teachers.</p>	<p><a href="#">EEF putting evidence it work in your classroom</a> stresses the importance of the 'exploration' phase and advocates creation of change teams.</p>	<p>6 &amp; 8</p>
<p>KS4 SAX Baccalaureate embedded.</p> <p>Suite of qualifications, experiences and enrichment increased for ALL students.</p>	<p>'High ability disadvantaged students are less likely to take GCSEs in History, Geography, Triple Science and Languages than non-disadvantaged students.' The Education Endowment Foundation (2016)</p>	<p>6 &amp; 8</p>
<p>Focused deployment of assistant teachers in core subjects (Mathematics, English and Science) to improve the attainments of disadvantaged students in core subjects.</p> <p>Assistant teachers given additional training on how to effectively support students.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year when deployed effectively.</p> <p><a href="#">EEF Teaching Assistants</a></p>	<p>3, 6 &amp; 7</p>

Teachers given additional training of the use of assistant teachers.		
Pupil premium champion appointed.		2, 3 & 7
Pledge leaders appointed to ensure opportunities for cultural capital.		1
Study base – Emotional Well Being Support.	Social and emotional support through staffing of study base with AT and identified support. <a href="#">EEF SEL interventions</a>	2, 3 & 9
LAC Coordinator appointed to develop skills, personal qualities and build a positive relationship with home/school.		1 & 2
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

<p>Employment of a careers and employment administration assistant to help support destinations of disadvantaged students.</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> <p><a href="#">EEF Aspirations interventions</a></p>	<p>1</p>
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The ICE programme offers students the chance to read with other students and members of staff, to develop their reading skills and confidence levels. Students are also able to revisit phonics should they require it (following Read, Write, Inc)</p>	<p>Reading comprehension strategies are high impact on average (+6 months). <a href="#">EEF Reading comprehension</a></p> <p>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. <a href="#">EEF Phonics</a></p>	<p>9</p>



<p>Identification of students who require support with IT at home.</p> <p>Reduce number of students unable to access work through hardware support, WIFI support or technical advice and guidance</p>		3
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</p>	<p>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.  <a href="#">EEF One to one tuition</a>  <a href="#">EEF Small groups</a></p>	3 7
<p>Easter and May half term intervention groups for targeted disadvantaged students at Key Stage 4.</p>	<p>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.  <a href="#">EEF One to one tuition</a>  <a href="#">EEF Small groups</a></p>	3 7
<p>Lost learners and disadvantaged students progress mentors designated to improved attained and provide extended opportunities for disadvantaged and lost learners.</p>	<p>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.  <a href="#">EEF One to one tuition</a></p> <p>'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).</p>	1 2 3 7 8
<p>CIAG programme for KS4 to ensure no NEET disadvantaged students and wider destination opportunities for disadvantaged students.</p> <p>All Y9-Y11 disadvantaged students to receive 1 to 1 careers advice (from a commis-</p>	<p><a href="#">EEF Aspirations interventions</a></p> <p>The DFE (Department for Education) 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 organisations (e.g. local employers) that can provide support for aspiration-raising and career development activities.</p>	1

<p>sioned independent and impartial careers advisor) where parents are informed and encouraged to attend the meetings.</p> <p>HEI visit – all disadvantaged have the opportunity to visit a university.</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>	
<p>Portion of budget reserved to meet individual student need as it arises in a more responsive way.</p>	<p>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.</p>	

### 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.</p> <p>First day call and home visits targeted towards FSM (Free School Meals) and disadvantaged students.</p> <p>Target rewards for attendance.</p>	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	5
<p>Parental communication of curriculum breakout days (to support with attendance and cultural capital)</p>	<p>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</p>	1 & 5

	<p>learning can promote positive interactions.</p> <p><a href="#">EEF Parental engagement</a></p>	
<p>Parental communication for parents evening. Priority communication, support and follow up.</p>	<p>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.</p> <p><a href="#">EEF Parental engagement</a></p>	1 & 4
<p>Student in year 7,8,9 to be identified to receive one to one support with students being SAX ready via PAL or SLT.</p>	<p>The Education Endowment Foundation Covid Support Guide for Schools (2020) suggests 'Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life'.</p> <p><a href="#">EEF Behaviour interventions</a></p>	2
<p>Increased access to Educational Psychologist/ School Nurse/ Life Coach/ With me in Mind, to provide a tailored approach towards improving mental wellbeing, behaviour for learning and reduce exclusions for disadvantaged students.</p> <p>Develop the role of the integrated learning unit (Reflection) to deliver restorative practice.</p> <p>Implementation of the ACHIEVED reward system that focusses on encouraging disadvantaged students.</p>	<p>The Education Endowment Foundation – Improving Behaviour in Schools Report suggests, 'A tailored approach to support an individual's behaviour should complement the school's behaviour policy.'</p> <p><a href="#">EEF Improving behaviour in schools report</a></p> <p>The EEF Toolkit (2019) states, 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning'.</p> <p>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.</p> <p><a href="#">EEF Behaviour interventions</a></p> <p>The National College identifies an effectively embedded rewards system as being a contributory fact in improving attainment and engagement.</p>	2, 7 & 8

<p>To ensure all disadvantaged students have equal access to extra-curricular activities and financially dependent curriculum activities.</p> <p>Further development of the PLEDGE system to ensure that all students have the opportunity to develop cultural capital.</p> <p>To develop the SAX Mindset days to further develop skills and personal qualities.</p>		1
<p>Tracking and supporting any students or families that are more vulnerable.</p>		2, 5 & 7
<p>Year 6 SAX Mindset familiarisation visits for vulnerable disadvantaged students. The focus is to support transition and reduce barriers to learning and improve engagement of targeted families</p>	<p>'... 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'</p>	2

**Total budgeted cost: £ 172,036**

## 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 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, 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 -0.18. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 39.62. 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 2022/23 was 34.9. 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 0.58, and the Attainment 8 score was 54.28. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

EBacc entry for disadvantaged pupils was 21.88%. In 2023/24 the EBacc rate for year 11 is 23.33% of disadvantaged students.

Overall Academy attendance is almost in line with pre-covid levels and remains circa 3% above the national average and 4% higher than the average for the LA. Overall PA is 10% lower than the LA average and 6.5% lower than the national average. The gap between FSM and non-FSM PA within 20% (23% gap last year) and the overall attendance gap for FSM students and non-FSM students remains in line with local figures of 5%. We recognise that we need to continue to increase the attendance of FSM students which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

We identified that there still remains challenges around wellbeing and mental health. We have also identified a need for further staff training on adaptive teaching and positive behaviour strategies to support all student, but particularly those who are disadvantaged.

There also continues to be challenges to ensure that students are 'SAX Ready' (both inside and outside of the classroom) and ensuring that all students are able to gain cultural capital.