

Pupil Premium Strategy 2018-2019

# SOUTH AXHOLME ACADEMY



## Disadvantaged Student Review 2018-2019

Table 1: Barriers to Future Attainment

Additional Barriers	Academic Barriers
<p style="text-align: center;"><b>Home learning</b></p> <p>A higher percentage of disadvantaged students received detentions for lack of homework than non-disadvantaged students. For example, there was a 2% increase in the proportion of pupil premium students involved in repeated failure to complete homework in 2017-2018 (21%) compared to 2016-2017 (19%).</p>	<p style="text-align: center;"><b>Lower KS2 attainment</b></p> <p>There are disproportionate number of lower prior attainment students which are disadvantaged than non-disadvantaged.</p>
<p style="text-align: center;"><b>Opportunity to access extra-curricular activities</b></p> <p>Fewer disadvantaged students access extra-curricular sporting activities than non-disadvantaged students. For example, in 2017-2018 the female Year 7 sporting participation rate highlighted a 15% gap between disadvantaged and non-disadvantaged students.</p>	<p style="text-align: center;"><b>English progress 8 score</b></p> <p>Disadvantaged students in English (2018) achieved a Progress 8 score -0.32 below all students nationally.</p>
<p style="text-align: center;"><b>Attendance to Parents Evenings</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. There is a lower percentage of home-school engagement, for example, in 2018-2019 the disadvantaged parents evening attendance in year 10 was 11% lower than for non-disadvantaged students.</p>	<p style="text-align: center;"><b>Higher rates of overall absence</b></p> <p>The 2017-2018 SAX pupil premium percentage of sessions missed due to overall absence is 6.29% compared to 5.2% for all students nationally (2016-2017). A current gap of 1.09%</p>
	<p style="text-align: center;"><b>Higher incidents of IGLU intervention</b></p> <p>Although disadvantaged students make up 18% of the school population, they are currently (2017-2018) responsible for 30% of incidents requiring IGLU intervention.</p>
	<p style="text-align: center;"><b>The KS4 Progress 8 gap</b></p> <p>In 2018 there was a 0.64, 0.14, 0.27 and 0.45 gap between disadvantaged and non-disadvantaged students in English, Mathematics, English Baccalaureate and Open elements respectively.</p>

### How much does South Axholme Academy receive?

	Amount of funding
Ever pupil premium £935 per student	£118,745
LAC Students	£15,200
Children who were ever in care	£18,400
Service Children	£1800
	<b>Total: £154,145</b>

A pupil is defined as disadvantaged in performance tables and in RAISEonline if they have been either:

1. Eligible for free school meals at any point in the last 6 years (FSM6)
2. Looked after continuously for one day or more (CLA) or adopted from care (Post-LAC).

The Pupil Premium Grant is provided to schools to support the attainment and progress of disadvantaged children - as defined above - and the children who have had a parent in the armed forces at any point in the last 5 years (Ever5 Service Child) or are in receipt of a child pension from the Ministry of Defence.

## Curriculum

### Rationale:

The Pupil Premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'Using specialist teachers to teach small groups who are underachieving in a specific aspect of English or mathematics'.

The Education Endowment Foundation suggests 'Small group tuition has a +4 month impact on attainment of disadvantaged students'.

'High ability pupil premium pupils are less likely to take GCSEs in History, Geography, Triple Science and Languages than non-pupil premium students'. The Education Endowment Foundation (2016)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
Small group literacy and numeracy support for year 7 student who have entered SAX below 100 in the SATs Reading/Writing/Mathematics assessments .	Eliminating gaps in attainment for below 100 SATs test students in year 7.	£6016	Assistant Principal	Reading/Mathematics testing at the end of October half term Fixed assessment half term assessment points. English and Maths progress reviewed at pupil progress meetings.	90% of students to meet or exceed their age expected target by the end of year 7 for students who have entered SAX below 100 in the SATs Reading/Writing/Mathematics assessments. Year 7 pupil premium, 'KS2 catch-up' students will have a collective progress 8 score of +0.70 based on year 7 scan 3.	80% of non-secondary ready students in both literacy and numeracy are making above expected progress compared to their aspirational target grade.  65% of these students are expected to achieve a 9-4 grade in English at the end of Key Stage 4.  Within Mathematics 75% of students are making above expected progress compared to their aspirational target grade.  The year 7 pupil premium, 'KS2 catch-up' students have a collective progress 8 score of +0.73 based on year 7 scan 3.
Small group targeted intervention for LAC students in English, Mathematics.	Improving attainment/progress of LAC students in the core subject areas to exceed SAX	£13,000	LAC Champions	Fixed departmental half term assessment points. English, Mathematics and Maths progress reviewed at pupil	80% of LAC students are in line to achieve their aspiration SAX target grade in English,	An average progress 8 score of 0.66 for LAC students within the academy based on scan 3.

	aspirational target grades.			progress meetings/scans.	Mathematics and Science by scan 3. 30% of students exceed their aspiration target grade in English Mathematics and Science by scan 3.	Currently 84% of LAC students are working inline or above their aspiration SAX target grade in English, Mathematics and Science based on scan 3.
Focused deployment of Teaching Assistants in core subjects (Mathematics, English and Science).	Improving the attainment of disadvantaged students in core subjects.	£4000	SENCO	Lesson observations Pupil Progress Meetings Half termly SAX quality assurance process.	Progress of pupil premium students is in line with non-pupil premium students nationally within core departments.	The year 11 (2019 examination cohort) progress 8 score of +0.36 for disadvantaged pupils is significantly above the progress 8 score for with non-pupil premium students nationally.
Bespoke pathways for KS4 for disadvantaged students.	Improving attainment of pupil premium students.	£1140	Assistant Principal		Students supported with pupil premium funding make significant progress matched against other groups within school and nationally. Increase progress 8 score for disadvantaged students (2017: +0.23).	The year 11 (2019 examination cohort) progress 8 score of +0.36. Although the there is a progress 8 gap of 0.32 between disadvantaged and non-disadvantaged students (2019 examination cohort).
Bespoke English, Mathematics, Science and Ebacc subject strategies.	Improving attainment of disadvantaged students/ provide extended opportunities for disadvantaged students.	£4000	Assistant Principal	Impact evaluations to be completed for all interventions.	Increase the progress 8 score for disadvantaged student by 0.3 in comparison with 2018 (+0.23).	The year 11 (2019 examination cohort) progress 8 score of +0.36 was ) 0.17 below the aspiration SAX disadvantaged target for 2019.

February half term and Easter half term Ebacc/ English/ Science intervention groups for targeted disadvantaged students.	Accelerate progress.	£2000	Assistant Principal	Scan information. Quality assurance process.		The year 11 (2019 examination cohort) progress 8 score for the English, Mathematics and Ebacc elements were +0.53,+0.31 and +0.36 respectively.
Y11 Pupil Premium Progress Mentors.	Improving attainment of disadvantaged students/ provide extended opportunities for disadvantaged students.	£2736	Assistant Principal	Scan information. Quality assurance process.		

## Teaching and Learning

### Rationale:

Supporting the attainment of disadvantaged pupils: articulating success and good practice research report (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'.

The Pupil Premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'The systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it'.

The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective feedback as a high impact and low cost (+8 months) strategy to raise attainment for disadvantaged students.

'Keep your focus relentlessly on the quality of teaching and learning in your part of the school is fundamental to closing gaps in performance for pupil premium students'.  
 Using the pupil premium effectively: an evidence-based approach to closing the gap (Dunford 2014)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
DIRT and AIR time in lessons and marking by all teaching staff. Effective use of Pupil premium 'First' strategies. Pupil premium students monitored first.	Diminish gaps in attainment between disadvantaged and non-disadvantaged students.	£13072	All staff	Quality assurance process by the SLT and subject leaders – work sampling and learning walks.	To secure an overall progress 8 for disadvantaged students within the top 20% of students nationally compared to other students nationally.	The year 11 (2019 examination cohort) progress 8 score (+0.36) is expected to be in top 20% of students nationally compared to other students nationally.
Disadvantaged First T&L Strategy and weekly SAX Professional Development meetings	Diminish attainment/ progress gaps between pupil premium and non-pupil premium students.	£12000	All Staff	Quality assurance process through SLT and subject leaders – work sampling and learning walks. Appraisal reviews.	Progress 8 score to exceed +0.23 of 2018 cohort for 2019 examination cohort. 70% of the disadvantaged student cohorts to have a progress 8 score of +0.13 or above in the third SAX progress scan.	An improved progress 8 score of +0.13 compared to 2018 examination cohort.  61% of the disadvantaged student cohort have a progress 8 score of +0.13 or above in the 2019 GCSE examinations.
Home learning support. Access to	Reduce gaps in outcomes.	£2000	SENCO	Quality assurance by senior	10% reduction in the number of disadvantaged student's detentions	There has been a 10% increase in the number of disadvantaged student's

resources and computers during lunchtime in the Study Base, with bespoke support for targeted disadvantaged students.	Secure increased level of progress by using home learning to close gaps and challenge further.			leadership team. Tracking and monitoring of pupil premium cohort via scan/SIMS. Student voice.	for repeated failure to complete homework.	detentions for repeated failure to complete homework 2018-2019 (31%) compared to 2017-2018 (21%).
Tutor time Oracy programme.	Rapid improvement in reading and engagement in reading for disadvantaged students.	£10000	Associate Assistant Principal	Student voice. Work scrutiny and termly online literacy testing.	Reading ages for disadvantaged students to be in line with similar learners within the academy.	N/A at this time



## Attendance

<b>Rationale:</b>						
To remove the attendance gap between pupil premium and non-pupil premium students who attend South Axholme Academy The Education Endowment Foundation - Its target students and schools suggests 'They are three times more likely than other pupils to miss at least one in five days in secondary school'.						
Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
Employment of an AWO.	Improve disadvantaged students' attendance.	£16,958	Vice Principal	Attendance half termly update for Governors.	To reduce the attendance gap between SAX pupil premium students compared to all students nationally (2016-2017) to 0.5% from 1.09% in 2018.	The 2018-2019 SAX pupil premium overall absence is 7.63% compared to 5.5% for all students nationally (2017-2019). A current gap of 1.82%  The SAX percentage in persistent absenteeism for pupil premium students is 0.52% below the national average for all students in 2017-2018.
First Day call and Home Visits targeted at current free school meals and then pupil premium (ever6).			Attendance Welfare Officer	Weekly attendance report shared at year team meetings and targeted support/ interventions discussed at the weekly pastoral meeting.		
Target rewards days (spot prizes for poor attendance periods e.g. last day of term).			£1000	Vice Principal		
Most improved attendance rewards.	Reward students whose attendance is well below but improving rapidly.					
Pupil progress/ year team meeting to have a standardised agenda to discuss pupil premium students.	Raise awareness of pupil premium students' issues in all meetings to implement pastoral interventions.					

<p>Develop parental communication of curriculum breakout days and parents evenings.</p>	<p>Raise awareness in pupil premium students of importance and enjoyment in curriculum breakout days, e.g. Trips, Visits, Sponsored walk. Enrichment days.</p>	<p>£500</p>	<p>Vice Principal</p>	<p>Attendance half termly update for Governors.</p>	<p>To increase the attendance percentage of disadvantaged students on break out days to be in line with the attendance percentage of other students within the academy.</p> <p>To improve the attendance of disadvantaged students at parents evenings.</p>	<p>N/A at this time</p>
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## Behaviour for Learning

### Rationale:

The Education Endowment Foundation - Its target students and schools suggests, 'They are three times more likely than other pupils to receive two or more fixed periods of exclusions in secondary school'.

The EEF Toolkit (2016) 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 pupil premium students.

The National College identifies an effectively embedded rewards system as being a contributory fact in improving attainment and engagement.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
Targeted alternative provision for pupil premium students.	Improve behaviour for learning.	£20000	Vice Principal	Termly PIP meeting for all pupil premium students in alternative provision.	<p>All disadvantaged students at risk of permanent exclusion leave with a 'suite' of qualifications and attain a progress 8 score of above -1.5.</p> <p>All alternative provision students have a post 16 progression route, with 100% of students in post 16 education and/or training-no NEETs for the 2019 cohort.</p>	<p>The disadvantaged alternative provision students (2019 GCSE examinations) achieved an average progress 8 score of -0.9.</p> <p>100% of alternative provision students (2019 GCSE examinations) are study on an appropriate post 16 course.</p>
Increased access to Educational Psychologist/ Fluent Life Coaching.	Improve behaviour for learning and reduce exclusions for disadvantaged students.	£10000	SENCO	Emotional Health and Wellbeing half termly update for Governors.	<p>Early intervention for pupil premium students at risk of disengagement from school and at risk of exclusion.</p> <p>Recommendations from the Educational Psychologist support action plans/Fluent Life Coaching/Early Help Assessments/ EHCP's for disadvantaged students.</p>	There has been a 16% reduction in the number of disadvantaged students who have received behaviour for learning support by the SAX Integrated Learning Unit over a three year period.
Develop the role of the IGLU (Integrated learning Unit) to deliver restorative	Improve behaviour for learning and reduce exclusions for disadvantaged students.	£13890	Assistant Principal	Behaviour for Learning half termly update for Governors.	<p>Reduce the number of IGLU behaviour incidents by 5% for disadvantaged students in 2019.</p> <p>Currently (2017-2018), 30% of incidents requiring IGLU intervention involved pupil premium students.</p>	There has been a 1% increase in the number of IGLU behaviour for learning support for disadvantaged students in 2018-2019.

practice for students.						
Embedding of the ACHIEVED reward system that focuses on encouraging pupil premium students.		£2000	Vice Principal	Weekly review of ACHIEVED Points.  Termly review and prize assemblies for students.	Reduce the number of pupil premium behaviour points by 15% of the 2018 total.	The overall number of behaviour points has reduced by 20% from the 2017-2018 total for the academy.  The academies exclusion figure of 20 (exclusions) during 2018-2019 is significantly below the local and national average.

### Wider Opportunities

<p style="text-align: center;"><b>Rationale:</b></p> <p style="text-align: center;">The EEF (2015) identifies sports participation has +3month impact on attainment.            Blackwell et al (2007) suggests that 'Students with a growth mind-set earned higher maths grades over time compared to students with a fixed mind-set'.</p>						
Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
To ensure all disadvantaged students have equal access to extra-curricular activities and financially dependent curriculum activities.	Improve engagement of students/families in the school community.	£500	Vice Principal	Attendance of extra-curricular and extended curriculum activities to be compared with baseline of attendance from 2018.	100% of disadvantaged students have the ability to access to extra-curricular activities. A target of 85% of disadvantaged students to take part in some form of extra-curricular activity or event in 2019.	During the 2018-2019, 67% of disadvantaged students have accessed extra-curricular activities within the academy.  Individual case studies of extra-curricular participation are available within the academy.
Development of the SAX mind-set.	Developing skills and personal qualities.	£6000	Associate Assistant Principal	Staff and student voice semi-structured interviews. Comparison between of behaviour and achievement points before and after the introduction of the mind-set approach.	Chimp Mindset training day to be attended by all members of teaching and non-teaching staff within the academy. Student voice to identify: The Building excellence through positive relationships strategy has had a positive impact on behaviour for learning for the disadvantaged cohort.	Semi-structured student voice interviews highlighted that students like the fact that staff met students at the door of the classroom and made them feel part of the schools 'South Axholme Mindset' ethos with regular collective worships and enrichment days.
Pen Picture of all LAC students.	Developing skills, personal qualities and building a	£2682	LAC Champions	Quality assurance by senior leadership team. Tracking and monitoring of	All LAC students to have termly semi structured interview, to discuss the challenges and areas of development within school to guide LAC grant spending.	Feedback for PIP reviews highlights the strength of the LAC wrap around care.

	positive home/school relationship.			pupil premium cohort via scan/SIMS.		
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### Transition for KS2 to KS4

<p style="text-align: center;"><b>Rationale:</b></p> <p style="text-align: center;">‘... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.’ Linsell (2012). Sutton document ‘Small group tutoring +4 months’ moderate impact’. ‘For pupils eligible for free school meals with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition’. (The Education Endowment Foundation 2015)</p>						
Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
Fixed key stage three Progress and Achievement Leader who has extended visits to all feeder primary schools to support the transition of pupil premium students.	Improve transition.	£4447	KS3 PAL	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort via scan/SIMS data/attendance data.	100% of pupil premium students are provided with a bespoke ‘South Axholme Mindset’ transition programme tailored to their individual needs.	The average Year 7 scan 1 Attitude to Learning scores for the 2018-2019 cohort disadvantaged students was 1.81(good average ATL grade).
Year 6 pen picture for all pupil premium students with parents/guardians, in order to support transition and reduce barriers to learning.	Improve transition and improve engagement of families.	£2000	KS3 PAL	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort via scan/SIMS data/attendance data.	The attainment of pupil premium students to be in line with their non-pupil premium peers nationally.	The average progress 8 score for all disadvantaged students in KS3 (2018-2019 scan 3) within the academy was +0.73.
To implement a series of primary transition activities to increase academic engagement and narrow the gap between KS2 and KS3	Improve transition.	£3814	Primary Engagement Co-ordinator	Student voice feedback on the impact of the transition days.	To reduce the attendance gap between SAX pupil premium students compared to all students nationally (2016-2017) to 0.5% from 1.09% in 2018.	The SAX year 7 (2018-2019) attendance for pupil premium students was 1.95% above the attendance figure for to all students nationally (2017-2018).

## IAG

<b>Rationale:</b> Securing Independent and Impartial Careers Advice and Guidance for Young People Involving and Supporting Families (Parents) and Carers (Age Appropriate Involvement – KS3, KS4, KS5)						
Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	September 2019 Progress Review
Higher Education Visits All disadvantaged have the opportunity to visit a university during their time at SAX.	Raise aspirations of pupil premium students.	£1000	Strategic Leader	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data 2018-2019.	Student voice to highlight positive contribution of higher education visits on their post 16 aspirations.	Ongoing target. Significant in house AIG has been implemented within the academy including a range of visits such as the Yorkshire and Humber Post 16 event for all Year 10 students and the Promotion of Women in Engineering event.
A commissioned independent & impartial careers advice & guidance to meet all learners' needs including pupil premium students.	Improved destination data.	£2500	Strategic Leader	Destinations data 2018-2019.	97% of pupil premium students are in sustained employment, training or education for 2019 cohort after two terms.	100% of disadvantaged students have had at least one careers interview in year 10 and year 11.  As of September 2019, 100% of disadvantaged students have applied for a post 16 destination either through an apprenticeship, college or sixth form.  100% of disadvantaged students have had a personalised phone call to check their post-16 status in September 2019.
Employment of an a Careers and Employment Administration Assistant.	Improve destination data	£3814	Strategic Leader			
Focused disadvantaged enrichment day activities.	Raise aspirations of pupil premium students.	£2300	Strategic Leader			