

Pupil Premium Strategy 2019-2020

# SOUTH AXHOLME ACADEMY



## Disadvantaged Student Strategy 2019-2020

Table 1: Summary Information

Academic year	2019-2020	Total disadvantaged budget	£147,960	Date of recent review	September 2019
Total number of students	955	Number of eligible for pupil premium funding	169	Date of next review	February 2020

Table 2: Current Attainment 2018-2019 GCSE Results

Academic year	Local Authority Attainment of Non-Disadvantaged Students	National Attainment of Non-Disadvantaged Students	National Attainment of Disadvantaged Students	SAX Disadvantaged Students	SAX Non-Disadvantaged Students
% achieving a standard pass in English and Mathematics	71%	72%	N/A	53%	86%
% achieving a strong pass in English and Mathematics	46%	50%	25%	40%	69%
Progress 8 score average (2018-2019)	+0.25	+0.13	-0.44	+0.36	+0.67

Table 3: Key focus areas for SAX Disadvantaged Strategy

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.</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. This negatively impacts on the number of disadvantaged students achieving English and Mathematics (at grades 5-9).</p>
<p style="text-align: center;"><b>Opportunity to access extra-curricular activities</b></p> <p>Fewer disadvantaged students access extra-curricular activities that non-disadvantaged students.</p>	<p style="text-align: center;"><b>Progress Gap</b></p> <p>There is a progress gap of +0.31 between disadvantaged and non-disadvantaged students</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.</p>	<p style="text-align: center;"><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>
<p style="text-align: center;"><b>Personal Development</b></p> <p>Many of our pupils eligible for the Pupil Premium do not have a wealth of cultural and personal development experiences.</p>	<p style="text-align: center;"><b>Lower Ebacc entry</b></p> <p>There is a 26% gap between the current Ebacc entries for disadvantaged students compared to Non-disadvantaged students nationally.</p>

## Curriculum

### Rationale based on evidence based research:

The EEF guide to the pupil premium (2019) suggests 'small group tuition, personalised homework support and online learning packages, supplementary to the high-quality teaching and learning that is critical for pupils every day' have been successful strategies in improving pupil premium attainment.

The Education Endowment Foundation (2019) suggests 'Small group tuition has a +4 month impact on attainment of disadvantaged students'.

The EEF also identifies through evidence based research that, 'a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress with a structured programme involving small group tuition'.

'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)

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement' (National Curriculum 2014)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	February 2020 Progress Review
NSR students are identified and received bespoke small group support in order to make accelerated progress in year 7.	Eliminating gaps in attainment for below 100 SATs test student's in year 7.	£6016	Assistant Principal	Reading/Mathematics testing at the end of October half term Fixed termly departmental assessment. 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.	
Positively setting of disadvantaged students into the	Improving attainment/progress	£2850	Principal	Scan intervention meetings	Progress of pupil premium students is in line with non-pupil premium students	

Year 7 Ebacc HA band.	of disadvantaged students.				nationally within core departments.	
Positive setting in core subjects for disadvantaged students.						
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.		
An ambitious curriculum intent in which all disadvantaged students have the opportunity to gain the Ebacc	Improving attainment of pupil premium students in which all students are with the knowledge and cultural capital they need to succeed in life.	£3800	Vice Principal		Students supported with pupil premium funding make significant progress matched against other groups within school and nationally. An aspirational progress 8 score of +0.40 for disadvantaged students (2019: +0.36).	
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 departmental interventions.	Increase the progress 8 score for disadvantaged student by 0.04 in comparison with 2018-2019 (+0.36).	

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.		
Y11 Pupil Premium Progress Mentors.	Improving attainment of provide extended opportunities for disadvantaged students.	£2736	Assistant Principal	Scan information. Quality assurance process.		

## Teaching and Learning

### Rationale:

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. The EEF Guide to Pupil Premium (2019)

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. EEF (2019)

'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	February 2020 Progress Review
Quality First Teaching for all disadvantaged students within the academy.	Diminish gaps in attainment between disadvantaged and non-disadvantaged students.	£40000	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 10% of students nationally compared to other students nationally.  Increase the progress 8 score for disadvantaged student by 0.04 in comparison with 2018-2019 (+0.36).	
DIRT and AIR time in lessons and marking by all teaching staff. Effective use of Pupil premium 'First' strategies. Pupil premium students monitored first.		£13072	All staff			
Bespoke in-house training for NQT and RQT teachers		£5000	Vice Principal	Quality assurance process by the Vice Principal with overall	Progress 8 bucket contributions for classes taught by NQT/RQT's are in line with national progress for similar groups of students.	

				responsibility for teaching and learning. Pupil progress meeting feedback.		
Disadvantaged First T&L Strategy and weekly SAX Professional Development meetings based on evidence based research.	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 +0.36 of the 2018-2019 cohort for 2019-2020 examination cohort. 70% of the disadvantaged student cohorts to have a progress 8 score of +0.20 or above in the third SAX progress scan.	
Home learning support. Access to resources and computers during lunchtime in the Study Base, with bespoke support for targeted disadvantaged students.	Reduce gaps in outcomes. Secure increased level of progress by using home learning to close gaps and challenge further.	£2000	SENCO	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort via scan/SIMS. Student voice.	10% reduction in the number of disadvantaged student's detentions for repeated failure to complete homework.	
Tutor time Oracy programme.	Rapid improvement in reading and engagement in reading for disadvantaged students.	£5000	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.	



## Attendance

### Rationale:

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 suggest (2019) '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	February 2020 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 to 0.5% from 1.82% in 2018-2019.	
First Day call and Home Visits targeted towards current FSM and disadvantaged students.			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).	Improve attendance on highlighted traditional poor attendance hotspots.	£1000				
Most improved attendance rewards.						
Pupil progress/ year team meeting to have a standardised agenda to discuss	Raise awareness of pupil premium students' issues in all meetings to implement		Vice Principal	Cohort case studies of Early Help/ external agency support interventions for		

pupil premium students.	pastoral interventions.			disadvantaged families.		
Develop parental communication of curriculum breakout days and parents evenings.	Raise awareness in pupil premium students of importance and enjoyment in curriculum breakout days, e.g. Trips, Visits, Sponsored walk. Enrichment days.	£500	Vice Principal	Attendance half termly update for Governors.	<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>	

### Behaviour for Learning

#### Rationale:

The Education Endowment Foundation – Improving Behaviour in Schools Report suggests (2018), 'A tailored approach to support an individual's behaviour should complement the school's behaviour policy'.

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 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	February 2020 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.	All disadvantaged students at risk of permanent exclusion leave with a 'suite' of qualifications and attain a progress 8 score of above -1.2. 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 2020 cohort.	
Increased access to Educational Psychologist/ Fluent Life Coaching.	A tailored approach towards improving mental wellbeing, behaviour for learning and reduce exclusions for disadvantaged students.	£10000	SENCO	Emotional Health and Wellbeing half termly update for Governors.	Early intervention for pupil premium students at risk of disengagement from school and at risk of exclusion. Recommendations from the Educational Psychologist support action plans/ Life Coaching/Early Help Assessments/ EHCP's for disadvantaged students.	
Develop the role of the IGLU (Integrated learning Unit) to deliver		£13890	Assistant Principal	Behaviour for Learning half termly update for Governors.	Reduce the number of IGLU behaviour incidents by 5% for disadvantaged students in 2019-2020. Currently (2019-2019), 31% of disadvantaged students have been	

restorative practice for students.					involved in an incident requiring IGLU intervention.	
Implementation 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 10% of the 2019 total.	
UPS <sub>3</sub> disadvantaged student mentors.	Improving emotional wellbeing.	£1680	Principal	Monitoring the holistic academic progress and wellbeing of the disadvantaged mentees.	To reduce the attendance gap between SAX pupil premium students compared to all students nationally to 0.5% from 1.82% in 2018-2019.  Reduce the number of pupil premium behaviour points by 10% of the 2019 total.	

## Personal Development

### Rationale:

'Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other' Character Education Framework Guidance-DFE (2019).

The EEF (2019) 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'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	February 2020 Progress Review
Introduction of the SAX Mindset pledges.	To increase the cultural capital of disadvantaged students within the academy.	£10000	Assistant Principal	Quantitative data on the number of pledges achieved by disadvantaged students student voice semi-structured interviews.	90% of disadvantaged students to achieve two pledges by July 2020.	
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 2018-2019.	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 2019-2020.	
Development of the SAX Mindset..	Developing skills and personal qualities.	£6000	Associate Assistant Principal	Comparison between of behaviour and achievement points of disadvantaged v	The Isle Educational Trust Training Day focused upon improving adult behaviours.	

				non-disadvantaged students termly.		
LAC Co-ordinator appointment.	Developing skills, personal qualities and building a positive home/school relationship.	£4000	LAC co-ordinator	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort via scan/SIMS.	All LAC students to have termly semi-structured interview, to discuss the challenges and areas of development within school to guide LAC grant spending.	

### Transition for KS2 to KS4

**Rationale:**

'... 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'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	February 2020 Progress Review
Fixed KS3 Progress and Achievement Leader who has extended visits with the Principal to all feeder primary schools to support the transition of pupil premium students.	Seamless transition for KS2-KS3.	£4447	KS3 PAL	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort via scan/SIMS data/attendance data.	Attendance for Year 7 2019-2020 cohort is above 97% from September to December 2019.	
Year 6 SAX Mindset familiarisation visits for vulnerable disadvantaged students.	order to support transition and reduce barriers to learning and improve engagement of targeted 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 inline line with their non-pupil premium peers nationally.	

## IAG

### Rationale:

The DFE report on Strategies to raise Aspirations in Pupil Premium 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. 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'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	February 2020 Progress Review
Promotion of an Associate Assistant Principal with responsibility for CEIAG.	Improved destination data and raised aspiration for pupil premium students.	£4750	Associate Assistant Principal	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data 2019-2020.	100% of pupil premium students are in sustained employment, training or education for 2019 cohort after two terms.  Student voice to highlight positive contribution of higher education visits/enrichment days/ school wide AIG events on their post 16 aspirations.	
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 2019-2020.	Student voice to highlight positive contribution of higher education visits on their post 16 aspirations.	



A commissioned independent & impartial careers advice & guidance to meet all learners' needs including pupil premium students.	Improved destination data.	£2500	Strategic Leader	Destinations data 2019-2020.	100% of pupil premium students are in sustained employment, training or education for 2019-2020 cohort after two terms.
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	Destinations data 2019-2020. Student voice questionnaire.	

**Review Date: February 2020**