

Disadvantaged Student Premium Strategy 2020-2021

Table 1: Summary Information

Academic year	2020-2021	Total disadvantaged budget	£123,195	Date of recent review	September 2020
Total number of students	965	Number of eligible for disadvantaged student funding	129	Date of next review	October 2021

Table 2: Current Attainment 2019-2020 GCSE Results (Please note comparisons are from 2018-2019 as data unavailable for CAG comparisons 2019-20)

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	65%	86%
% achieving a strong pass in English and Mathematics	46%	50%	25%	55%	56%
Progress 8 score average (2019-2020)	+0.25	+0.13	-0.44	+0.8	+0.71

Table 3: Key focus areas for SAX Disadvantaged Strategy

Additional Barriers	Academic Barriers
<p style="text-align: center;">Covid 19</p> <p>Impact of Covid 19 on students' well-being, both physically and mentally – impacts on their attitudes when returning.</p>	<p style="text-align: center;">Covid 19 Gaps in Knowledge and Skills KS3 – KS5</p> <p>Impact of National Lockdown on students' progress and the access to remote learning via Microsoft Teams.</p>
<p style="text-align: center;">Home Learning and Blended Learning - Covid 19</p> <p>A higher percentage of disadvantaged students do not have access to hardware or WIFI and this will widen the gaps in attainment, progress and communication / well-being.</p>	<p style="text-align: center;">Covid 19</p> <p>Impact of Covid 19 on students' in-school support and intervention within Key Stage 3, and those students identified as Non Secondary Ready. In addition, students joining in Year 6 with varied experiences has an impact on education from their primary school experience during Lockdown 1 (from March 2020).</p>
<p style="text-align: center;">Opportunity to Access Extra-Curricular Activities</p> <p>Fewer disadvantaged students access extra-curricular activities than non-disadvantaged students.</p>	<p style="text-align: center;">Lower KS2 Attainment</p> <p>There is a disproportionate number of lower prior attainment students, which are more disadvantaged than non-disadvantaged students. This has negative impact on the number of disadvantaged students achieving English and Mathematics (at grades 5-9).</p>
<p style="text-align: center;">Attendance at Parents' Evenings</p> <p>The attendance of disadvantaged students at parents' evenings and other events, where parental participation is requested is lower than non-disadvantaged students. The requirement to have Covid 19 secure schooling may mean that virtual engagement provides further barriers.</p>	<p style="text-align: center;">Higher Rates of Persistent Absentees</p> <p>There is a higher percentage of disadvantaged students who are % Persistent Absentees - absent from 10% or more sessions from school than non-disadvantaged students.</p>

Personal Development and Covid 19 Impact	Lower Ebacc Entry
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 will have potentially decreased their opportunities further.	The gap between the current Ebacc entries for disadvantaged students compared to Non-disadvantaged students nationally is widening, particularly with disadvantaged boys.

COVID 19

Rationale:

On 23 March 2020 the UK Government enforced a national lockdown on all schools in England owing to the Covid 19 pandemic. Our students' education continued at home, supported by South Axholme's Virtual Microsoft Teams Academy. However, the Academy recognises the impact of the national lockdown particularly on our Disadvantaged students. Ofsted's report (10 November 2020) indicated '*Among older children, inspectors heard that many now lack stamina in reading and writing; some have lost physical fitness; and others are showing signs of mental distress, manifesting in an increase in eating disorders and self-harm.*'

The Education Endowment Foundation Covid 19 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'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Progress Review
<p><i>No Lost Learners Strategy</i></p> <p>Whole school strategy focusing on addressing any gaps in knowledge and skills, attitudes to learning or physical, emotional and social well-being. Examples below:</p> <p>Curriculum adaptations 20-21</p> <p>Welfare and well-being adaptations 20-21</p>	<p>Eliminating attainment and progress gaps for Disadvantaged students</p> <p>Minimize Covid impact on re-engagement to school</p> <p>Family support regarding Covid</p> <p>Minimise the number of EHE students, particularly</p>	<p>Catch up Prem.</p>	<p>Principal</p> <p>Catch Up Strategy Leader</p> <p>Literacy Strategy Leader</p> <p>Assistant Principal</p>	<p>Scan information and progress over time</p> <p>Quality Assurance process</p> <p>Attendance data</p> <p>Appraisal mid-term review March 21</p>	<p>No Lost Learners Appraisal Targets met by ALL staff.</p> <p>Progress of disadvantaged students is in line with non-disadvantaged within all subject areas.</p> <p>The GCSE and A Level outcome for disadvantaged students are at least positive in all subject areas, and are working towards being in line with non-disadvantaged students nationally.</p> <p>Attendance of disadvantaged students is in line with non-disadvantaged students nationally.</p>	

<p>Catch Up Strategy Leader appointment</p> <p>Assistant Attendance & Welfare Officer appointment</p> <p>Literacy and Numeracy Co-ordinator - focusing on Year 7-9 including NSR students</p> <p>Support and removal of Virtual Academy barriers for blended learning</p>	<p>Disadvantaged students</p> <p>NSR Students KS3 progress</p> <p>Reading age in line with chronological age</p> <p>Address lost intervention time and closing the gaps</p> <p>Blended learning barriers removed</p>	<p>Catch up Prem.</p>		<p>Work scrutiny and termly online literacy testing</p> <p>KS4 and KS5 Outcomes Aug 21</p>	<p>Minimize the number of EHE students, particularly Disadvantaged students.</p> <p>Disadvantaged students parental engagement through parents' evening is in-line with non-disadvantaged and working towards the Academy minimum target of 90%.</p>	
<p>Blended and Remote Learning support</p> <p>IT Support desk</p> <p>Hardware and WIFI support</p>	<p>Increase engagement with Microsoft Teams and access to lessons immediately</p>	<p>Catch up Prem.</p>	<p>Catch Up Strategy</p> <p>Progress and Achievement Leaders</p> <p>Attendance and Welfare Officer</p>	<p>Teams analysis tool.</p> <p>Pastoral Tracker on engagement</p>	<p>Increase student engagement over time on Teams.</p> <p>Early identification of Year 7 and mobile students resolved.</p> <p>Reduce the number of students unable to access work through hardware support, WIFI support or technical advice and guidance.</p>	
<p>Vulnerable students and families Lockdown support</p> <p>Study Base – emotional well-being Support</p> <p>FSM – Covid support</p>	<p>Safeguarding of students</p> <p>Supporting families of concern</p> <p>Reduce risk of EHE</p>	<p>Catch up Prem.</p>	<p>Progress and Achievement Leaders</p> <p>DSL / SENCO</p> <p>Attendance and Welfare Officer</p> <p>Study Base – AT</p>	<p>Pastoral Tracker on engagement</p>	<p>100% of identified vulnerable students have regular contact with the lead member of the pastoral team.</p> <p>FSM meals provision for all isolating students actioned.</p> <p>FSM Holiday voucher distributed to all families.</p>	<p>.</p>

Curriculum

Rationale based on evidence based research:

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

The EEF (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 of Year 6 and 7 students made an additional three months' progress with a structured programme involving small group tuition'.

'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).

'It is the essential knowledge that students 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	Progress Review
New KS3 Curriculum offering breadth and ambition for all students particularly Disadvantaged	Equality of curriculum breadth for ALL disadvantaged students	£18,000	Principal	Scan information and progress over time Quality Assurance process KS4 and KS5 Outcomes Aug 21	All students receive KS3 curriculum in line with national curriculum. Progress of disadvantaged students is in line with non-disadvantaged within all subject areas	

<p>KS4 SAX Baccalaureate launched</p> <p>A suite of qualifications, experiences and enrichment increased for ALL students</p>	<p>Disadvantaged students' curriculum breadth and choice increased</p> <p>Increasing Ebacc. uptake for disadvantaged students specifically languages and Triple Science</p> <p>Successful launch of Construction into the KS4 curriculum</p> <p>Disadvantaged students accessing the Duke of Edinburgh Award has increased</p> <p>CIAG for all Year 9 disadvantaged students shapes ambitious curriculum choices for KS4</p>		<p>Principal</p> <p>Associate Assistant Principal Ebacc.</p>	<p>Scan information and progress over time</p> <p>Quality Assurance process</p>	<p>Disadvantaged students have access to a full and ambitious KS4 curriculum.</p> <p>Progress of disadvantaged students is in line with non-disadvantaged within all subject areas.</p> <p>Ebacc uptake in Year 10 increases from 2019 moving towards the Government target of 75% with an increase of Disadvantage uptake based on previous trends</p> <p>Increase in disadvantaged students accessing SAX Baccalaureate enrichment activities</p>	
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<p>Covid Catch Up Curriculum</p> <p>Additional English lesson for Year 11 students</p> <p>Catch Up Intervention sessions NSR KS3</p> <p>KS4 Curriculum Analysis – sequencing of content</p> <p>KS4 Curriculum Analysis – sequencing of content</p> <p>Adapted PSHCE Programme and Collective Worship supporting potential lost knowledge due to Lockdown</p>	<p>English Language and Literacy attainment and progress supported for outcomes 2021</p> <p>NSR Students KS3 progress</p> <p>Reading age in line with chronological age</p> <p>Address lost intervention time and closing of gaps</p> <p>Emotional and social effects of Covid 19. Students supported in reintegration into schooling</p> <p>Readiness to learn supported and in line with non-disadvantaged</p>	<p>Catch up Prem.</p>	<p>Principal</p> <p>Catch Up Strategy Leader</p> <p>Literacy Strategy Leader</p>	<p>Scan information and progress over time</p> <p>Quality assurance process</p> <p>SACRE audit – curriculum meets statutory requirements 2020-21</p> <p>KS4 and KS5 Outcomes Aug 21</p>	<p>Audit against NC requirements shows 100% compliance for all students</p>	
<p>NSR students are identified and received bespoke small group support in order to make accelerated progress in Year 7</p> <p>Enhanced intervention for some with Catch Up Premium and intervention</p>	<p>In the absence of SATs early identification of NSR Year 7 through CATs and Literacy Testing</p>	<p>£8,000</p>	<p>Assistant Principal</p> <p>Catch Up Strategy Leader</p> <p>Literacy Strategy Leader</p>	<p>Reading/Mathematics testing at the end of October half term</p> <p>Fixed termly departmental assessment</p> <p>English and Maths progress reviewed at</p>	<p>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</p> <p>Reading/Writing/ Mathematics assessments</p>	

				student progress meetings	Year 7 disadvantaged students, 'KS2 catch-up' students will have a collective progress 8 score of +0.70 based on Year 7 scan 3	
Positive setting in core subjects for disadvantaged students	Improving attainment/progress of disadvantaged students	No cost	Principal	Scan intervention meetings	Progress of disadvantaged students is in line with non-disadvantaged students nationally within core departments	
Focused deployment of Assistant Teachers in core subjects (Mathematics, English and Science)	Improving the attainment of disadvantaged students in core subjects	£6,000	SENCO	Lesson observations Student Progress Meetings Half termly SAX quality assurance process		
Bespoke English, Mathematics, Science and Ebacc subject strategies	Improving attainment of disadvantaged students/ provide extended opportunities for disadvantaged students	£3,000	Assistant Principal	Impact evaluations to be completed for all departmental interventions	Increase the progress 8 score Year 11 for disadvantaged students: Target: English + 0.2 Maths +0.2 Ebacc +0.4	
Easter and May half-term Ebacc/ English/ Science intervention groups for targeted disadvantaged students	Accelerate progress	£2,223	Assistant Principal	Scan information. Quality Assurance process		
Y11 Disadvantaged Students Progress Mentors	Improving attainment of provide extended opportunities for disadvantaged students	No cost	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 students. Using the Disadvantaged students premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Disadvantaged students. (The EEF Guide to Disadvantaged students 2019).

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

The Disadvantaged students premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'The systematically focused on giving students 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 disadvantaged students'. Using the disadvantaged students premium effectively: an evidence-based approach to closing the gap. (Dunford 2014)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Progress Review
Quality First Teaching for all disadvantaged students within the academy	Diminish gaps in attainment between disadvantaged and non-disadvantaged students	£15,000	Vice Principal	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 An aspirational Year 11 target: Progress 8 score of +0.35 for disadvantaged students (predicted +0.03) in line with school non disadvantaged and above national non disadvantaged	
DIRT and AIR time in lessons and marking by all teaching staff. Effective use of Disadvantaged students 'First' strategies. Disadvantaged students monitored first			All staff			
Bespoke in-house training for NQT and RQT teachers	Disadvantaged First strategy implemented successfully	£5,000	Vice Principal	Quality Assurance process by the Vice Principal with overall responsibility for	Progress 8 bucket contributions for classes taught by NQT/RQT's are in line with national progress for similar groups of students.	

				teaching and learning. Student progress meeting feedback		
Disadvantaged First T&L Strategy and weekly SAX Professional Development meetings based on evidence based research	Diminish attainment/ progress gaps between disadvantaged students and non-disadvantaged students	£4,500	Vice Principal	Quality Assurance process through SLT and subject leaders – work sampling and learning walks. Appraisal reviews	An aspirational Y11 target: progress 8 score of +0.35 for disadvantaged students (predicted +0.03) in line with school non disadvantaged and above national non disadvantaged	
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 the gaps and challenge further	£3,000	SENCO	Quality Assurance by Senior Leadership Team. Tracking and monitoring of disadvantaged student's cohort via scan/Arbor. Student voice.	10% reduction in the number of disadvantaged student detentions for repeated failure to complete homework.	
Tutor Time Oracy programme	Rapid improvement in reading and engagement in reading for disadvantaged students	£1,200	Literacy Strategy Leader	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 disadvantaged students and non-disadvantaged students who attend South Axholme Academy. The Education Endowment Foundation - It suggests Disadvantaged students 'are three times more likely than other students to miss at least one in five days in secondary school'. Covid 19 has led to a significant increase in students and parental anxiety regarding returning to school in September 2020 and will have an impact on attendance.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Progress Review
Capacity increase in Employment of an AWO and Assistant AWO (Covid appointment)	Improve disadvantaged students' attendance	£16,958	Assistant Principal	Attendance half termly update for Governors.	To reduce the attendance gap between SAX disadvantaged students compared to all students nationally to 0.5% from 1.82% in 2018-2019. (No national figure due to Covid 2020) Attendance for Term 1 shows improving attendance for Disadvantage students working towards the target of at least 95%. (Covid revised target from previous 97% target)	
First day call and Home Visits targeted towards current FSM and disadvantaged students			Assistant Principal 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	£1,000				
Most improved attendance reward	Reward students whose attendance is well below but improving rapidly					
Student Progress/ Year team meeting to have a standardised	Raise awareness of disadvantaged students' issues in all meetings to	No Cost	Vice Principal	Cohort case studies of Early Help/ external agency support		

agenda to discuss disadvantaged students	implement pastoral interventions			interventions for disadvantaged families.		
Develop parental communication of curriculum breakout days and parents' evenings	Raise awareness in disadvantaged students of importance and enjoyment in curriculum breakout days, e.g. Trips, Visits, Sponsored walk. Enrichment days	£500	Principal	Attendance half termly update for Governors.	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. To improve the attendance of disadvantaged students at parents' evenings.	

Behaviour for Learning

Rationale:

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'.

The EEF Toolkit (2019) states, 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students' 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.

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	Progress Review
Study Base Capacity to support Covid anxious students	To minimize behaviour issues in lesson and provide stepped progression back into full time lessons Reduce EHE students	£11,000	Assistant Principal	Weekly attendance and behaviour report shared at Year Team Meetings and targeted support/ interventions discussed at the weekly pastoral meeting.	Attendance increases in line with non-disadvantaged students The number of disadvantaged families choosing to EHE is minimal and below non.	
Reduce negative outcomes for disadvantaged students at alternative provision .	Improve behaviour for learning	£5,500	Assistant Principal	Termly PIP meeting for all disadvantaged 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 - 1.4 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 well-being, behaviour for learning and reduce exclusions for disadvantaged students	£5,000	SENCO	Emotional Health and Well-being half termly update for Governors.	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/Early Help Assessments/ EHCP's for disadvantaged students.	
Develop the role of the IGLU (Integrated Learning Unit) to deliver restorative practice for students		£750	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 (2019-2020), 31% of disadvantaged students have been involved in an incident requiring IGLU intervention.	
Implementation of the ACHIEVED reward system that focuses on encouraging disadvantaged students	Arbor Parental App launched successfully October 2020. Monitor disadvantaged family engagement	£500	Assistant Principal	Weekly review of ACHIEVED Points. Termly review and prize assemblies for students.	Reduce the number of disadvantaged students behaviour points by 10% of the 2019 - 20 total.	.
UPS ₃ disadvantaged student mentors	Improving emotional well-being	No cost	Principal	Monitoring the holistic academic progress and well-being of the disadvantaged mentees.	To reduce the attendance gap between SAX disadvantaged students compared to all students nationally to 0.5% from 1.82% in 2018-2019 data used. Reduce the number of disadvantaged students behaviour points by 10% of the 2020 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	Progress Review
SAX Baccalaureate – Increased KS4 enrichment offer	Increase after school enrichment offer September 2021 Further Maths Politics Psychology Photography	No cost	Principal	Uptake of Aspire and Achieve route has significant number of disadvantaged students	90% of Disadvantaged students select Aspire or Achieve route and engage in enrichment after school activities.	
SAX Mindset pledges (adapted Covid 19)	To increase the cultural capital of disadvantaged students within the academy	£2,500	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 2021.	
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	£1,000	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 extra-curricular activities. (Covid allowing). A target of 85% of disadvantaged students to take part in some form of extra-curricular activity or event in 2021 (Covid allowing).	

Development of the SAX Mindset	Developing skills and personal qualities	£2,000	Associate Assistant Principal	Comparison between of behaviour and achievement points of disadvantaged vs non-disadvantaged students termly.	The Isle Educational Trust Training Day focused upon improving adult behaviours.	
LAC Co-ordinator appointment	Developing skills, personal qualities and building a positive home/school relationship	£4,000	LAC Co-ordinator	Quality Assurance by Senior Leadership Team. Tracking and monitoring of disadvantaged students cohort via scan/MIS System	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	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 disadvantaged students. (virtual contingency programme planned)	Positive transition for KS2-KS3	£4,447	KS3 PAL	Quality Assurance by Senior Leadership Team. Tracking and monitoring of disadvantaged student’s cohort via scan/MIS system data/attendance data.	Attendance for Year 7 2020-2021 cohort is above 95% from September to December 2020. (Covid impact)	
Year 6 SAX Mindset familiarisation visits for vulnerable disadvantaged students (Virtual contingency programme planned)	Support transition and reduce barriers to learning and improve engagement of targeted families	£1,500	KS3 PAL	Quality Assurance by Senior Leadership Team. Tracking and monitoring of disadvantaged students cohort via scan/MIS system data/attendance data.	The attendance when tracked half term one 2020 is in line with non-Disadvantaged Students.	

Information Advice and Guidance (IAG)

Rationale:

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 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	Progress Review
Covid IAG Programme KS4	No NEET disadvantaged students Wider destination opportunities	£4,750	Associate Assistant Principal	Destination data Higher Education evaluation questionnaire.	100% of disadvantaged students are in sustained employment, training or education for 2020-2021 cohort after two terms.	
All Year 9 – 11 Disadvantaged students receive 1 to 1 careers advice All Y9 – Y11 Disadvantaged students parents receive information or are involved in the meeting	Improved destination data and raised aspiration for disadvantaged students	As above	Associate Assistant Principal	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data 2020-2021.	100% of disadvantaged students are in sustained employment, training or education for 2020-2021 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 disadvantaged students	£1,000	Associate Assistant Principal	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data 2020-2021.	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 disadvantaged students	Improved destination data	£2,500	Associate Assistant Principal	Destinations data 2020-2021.	100% of disadvantaged students are in sustained employment, training or education for 2020-2021 cohort after two terms
Employment of a Careers and Employment Administration Assistant	Improve destination data	£3,814	Principal		
Focused disadvantaged enrichment day activities	Raise aspirations of students	£2,300	Principal	Destinations data 2020-2021. Student voice questionnaire	

Review Date: September 2021