Disadvantaged Student Premium Strategy 2020-2021   **Reviewed: October 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

Additional Barriers	Academic Barriers
Covid 19 Impact of Covid 19 on student's well-being, both physical and mental, and their attitudes when returning.	**Covid 19 Gaps in knowledge and skills KS3 – KS5** Impact of National Lockdown on students' progress and access to remote learning via Microsoft Teams.
Home Learning and Blended Learning - Covid 19 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.	**Covid 19** 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 arriving in Year 6 with varied experiences and impacts on education from their primary school experience during Lockdowns.
Opportunity to access extra-curricular activities Fewer disadvantaged students access extra-curricular activities than non-disadvantaged students.	**Lower KS2 attainment** 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).
Attendance to Parents Evenings The attendance of disadvantaged students at parents evening and other events where parental participation is requested is lower than non-disadvantaged students. The requirements for Covid secure schooling may mean the virtual engagement provides further barriers.	**Higher rates of Persistent Absentees** There is a higher percentage of disadvantaged students who are % Persistent absentees - absent for 10% or more sessions from school than non-disadvantaged students.
Personal Development and Covid 19 Impact Many of our students 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.	**Lower Ebacc entry** 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:

March 23rd 2020 the UK Government enforced a national lockdown on all schools in England owing to the Covid 19 pandemic. Student's 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 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
No Lost Learners Strategy Whole school strategy focusing on addressing any gaps in knowledge and skills, attitudes to learning or physical, emotional and social well-being. Examples below: Curriculum adaptions 20-21 Welfare and Well Being adaptions 20-21 Catch Up Strategy Leader Appointment Assistant Attendance & Welfare officer appointed	Eliminating attainment and progress gaps for Disadvantaged students Minimize Covid impact on re-engagement to school Family support regarding Covid Minimize number of EHE students, particularly Disadvantaged students NSR Students KS3 progress	Catch up Prem.	Principal Catch Up Strategy Leader Literacy Strategy Leader Assistant Principal	Scan information and progress over time Quality assurance process Attendance data Appraisal midterm review March 21 Work scrutiny and termly online literacy testing KS4 and KS5 Outcomes Aug 21	No Lost Learners Appraisal Targets met by ALL of staff. Progress of disadvantaged students is in line with non-disadvantaged within all subject's areas. 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. Attendance of disadvantaged students is in line with non-disadvantaged students nationally. Minimize the number of EHE students, particularly Disadvantaged students. Disadvantaged student's parental engagement through parents	All staff have met appraisal targets for 2020-21. No Lost learner strategy continues into 2021-22 and is a continuing strategy for all staff and all departments. End of year data for all year groups in Summer 2021 show that progress for disadvantaged students is above National (2019 -0.45) for all year groups. GCSE outcomes for disadvantaged students are well above National data. The majority of subjects have positive progress for disadvantaged students, with the vast majority of subjects above the national average. (2019) National attendance data for attendance for 2020-21 is not yet available. Locality data shows that

Literacy and Numeracy Co-ordinator focusing on Y7-9 including NSR students	Reading age in line with chronological age	Catch up Prem.			evening is in line with non-disadvantaged and working towards the Academy minimum target of 90%.	SAX attendance is higher than local data. Internal tracking shows that there has been no significant increase in the gap between disadvantaged and non-disadvantaged due to COVID.
Support removal of virtual Academy barriers for blended learning	Address lost intervention time and close gaps Blended learning barriers removed					Due to COVID parents evenings were via school cloud. All parents' evenings continued in 2020-21. Over the past 2 academic years there has been an increase in attendance in parents evening overall and there has been a significant increase in parents of disadvantaged and SEN students attending.
Blended and remote learning support IT Support desk Hardware and WIFI support	Increase engagement with Microsoft Teams and access to lessons immediately	Catch up Prem.	Catch Up Strategy Progress and Achievement Leaders Attendance and Welfare Officer	Teams Analysis tool. Pastoral Tracker on engagement	Increase student engagement over time on Teams. Early identification of Y7 and mobile students resolved. Reduce number of students unable to access work through hardware support, WIFI support or technical advice and guidance.	Identified students received phone calls from PAL/ Assistant AWO to support engagement with remote learning. Increase in engagement of students. Year 7 audited. Identified students have received dongles and computers where requested. Students have been supported with the use of IT from home. All disadvantaged students were given the support required. All disadvantaged students were able to successfully access online lessons.

Vulnerable students and families Lockdown support Study base – Emotional Well Being Support FSM – Covid support	Safeguarding of students. Supporting families of concern. Reduce risk of EHE	Catch up Prem.	Progress and Achievement Leaders DSL / Senco Attendance and Welfare Officer Study Base – AT	Pastoral Tracker on engagement	100% of identified vulnerable students have regular contact with lead member of pastoral team. FSM meals provision for all isolating students actioned. FSM Holiday voucher distributed to all families.	. All vulnerable students had regular contact with pastoral team. All FSM isolating students had meal provision. FSM vouchers distributed.

Curriculum

Rationale based on evidence based research:

The 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 pupils every day' have been successful strategies in improving disadvantaged student's 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 disadvantaged student's pupils 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 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	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's areas.	KS3 curriculum offers breadth and ambition for all students. Positive progress for disadvantaged students for KS3 at the end of summer 2021.

KS4 SAX Baccalaureate launched

Suite of qualifications, experiences and enrichment increased for ALL students | Disadvantaged student's curriculum breadth and choice increased

Increasing Ebacc. uptake for disadvantaged students specifically languages and Triple Science

Successful launch of Construction into KS4 curriculum

Disadvantaged students accessing Duke of Edinburgh increased

CIAG for all Y9 disadvantaged students shapes ambitious curriculum choices for KS4 | As above | Principal

Associate Assistant Principal Ebacc. | Scan information and progress over time

Quality assurance process | Disadvantaged students have access to a full and ambitious KS4 curriculum.

Progress of disadvantaged students is in line with non-disadvantaged within all subject's areas.

Ebacc. uptake in Year 10 increases from 2019 moving towards Government target of 75% with an increase of Disadvantage uptake based on previous trends.

Increase in disadvantaged students accessing SAX Baccalaureate enrichment activities. | All disadvantaged students have access to a full and ambitious KS4 curriculum.

Increase uptake in Ebacc uptake has more than doubled for all students. There has been an increase in disadvantaged students taking Ebacc which has nearly tripled.

Due to covid impact there was a reduction in the enrichment opportunities available.

Successful launch of construction at KS4

All year 9 disadvantaged received CIAG to support with Key stage 4 options. |

Covid Catch Up Curriculum Additional English lesson Y11 Catch Up Intervention sessions NSR KS3 KS4 Curriculum Analysis – sequencing of content KS4 Curriculum Analysis – sequencing of content Adapted PSHCE Programme and Collective Worship supporting potential lost knowledge due to Lockdown	English Lang and Lit. attainment and progress supported for outcomes 2021 NSR Students KS3 progress Reading age in line with chronological age Address lost intervention time and close gaps Emotional and social effects of Covid 19. Students supported in reintegration into schooling Readiness to learn supported and in line with Non disadvantaged	Catch up Prem.	Principal Catch Up Strategy leader Literacy Strategy Leader	Scan information and progress over time Quality assurance process SACRE audit – curriculum meets statutory requirements 2020-21 KS4 and KS5 Outcomes Aug 21	Audit against NC requirements shows 100% compliance for all students.	Curriculum plans adapted for September 2021 to re sequence content due to COVID impact. This is an ongoing process. SACRE audit completed and meets the statutory requirements. Non-Secondary Ready students in Y7 had English and Mathematics in small groups. This was very successful with the majority of students making better than expected progress. Reading ages initial assessment at Oct 20 followed by re-evaluations at March. March Cohort: 65% improvement for disadvantaged students compared to 52% for non-disadvantaged.
NSR students are identified and received bespoke small group support in order to make accelerated progress in year 7 Enhanced intervention for	In the absence of SATs early identification of NSR Y7 through CATs and Literacy Testing	£8,000	Assistant Principal Catch Up Strategy Leader Literacy Strategy Leader	Reading/Mathematics testing at the end of October half term Fixed termly departmental assessment.	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 disadvantaged students, 'KS2 catch-up' students will	Non-Secondary Ready students in Y7 had English and Mathematics in small groups. This was very successful with many students making better than expected progress. .Year 7 disadvantaged students who were also KS2 catch up had an average P8 score of 0.58 (5/9 students P8 0.7+)

some with Catch Up Premium and intervention				English and Maths progress reviewed at pupil progress meetings.	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.	SLT link line management meetings of core subjects evidence positive setting for disadvantaged students.
Focused deployment of Assistant Teachers in core subjects (Mathematics, English and Science)	Improving the attainment of disadvantaged students in core subjects	£6000	SENCO	Lesson observations Pupil 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	£3000	Assistant Principal	Impact evaluations to be completed for all departmental interventions.	Increase the progress 8 score Y11 for disadvantaged student: Target: English + 0.2 Maths +0.2 Ebacc +0.4	Year 11 2020-21 progress 8 scores for disadvantaged students: English = +0.14 Maths = +0.16 Ebacc = +0.21
Easter and May half term Ebacc/ English/ Science intervention groups for targeted disadvantaged students	Accelerate progress	£2223	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.		Disadvantaged progress mentors have been identified for 2021-22 due to Covid impact on 2020-21

Teaching and Learning

Rationale:
Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using the Disadvantaged student's 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 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 Disadvantaged students 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 disadvantaged students'. Using the disadvantaged student's 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	£15000	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.	Year 11 progress 8 for disadvantaged students +0.35. National (2019) is -0.45. SAX progress 8 for disadvantaged students is significantly above national average.
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		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.	There continues to be a gap between disadvantaged and non-disadvantaged at SAX (0.35 v 0.65) of 0.3. However this gap is smaller than the national gap (2019) of 0.58.
Bespoke in-house training for NQT and RQT teachers	Disadvantaged First strategy	£5000	Vice Principal	Quality assurance process by the Vice Principal	Progress 8 bucket contributions for classes taught by NQT/RQT's are in	Throughout national lockdown ongoing coaching and mentoring of NQTs and RQTs remotely.

	implemented successfully			with overall responsibility for teaching and learning. Pupil progress meeting feedback.	line with national progress for similar groups of students.	Professional study sessions continued remotely. This ensured high quality support for NQT and RQTs.(ECT's)
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	£4500	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.	Disadvantaged first strategy embedded. Disadvantaged first strategy a focus of student progress meetings after each scan point for each year group. Year 11 progress 8 for disadvantaged students +0.35. National (2019) is -0.45. SAX progress 8 for disadvantaged students is significantly above national average. There continues to be a gap between disadvantaged and non-disadvantaged at SAX (0.35 v 0.65) of 0.3. Nationally (2019) gap is 0.58.
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	£3000	SENCO	Quality assurance by senior leadership team. Tracking and monitoring of disadvantaged student's cohort via scan/SIMS. Student voice.	10% reduction in the number of disadvantaged student's detentions for repeated failure to complete homework.	There were no detentions due homework due to COVID. New detention system and processes in place to support disadvantaged students and reduce number of detentions.
Tutor time Oracy programme	Rapid improvement in reading and	£1200	Literacy Strategy Leader	Student voice. Work scrutiny	Reading ages for disadvantaged students to be in line with	Testing and assessment was disrupted due to COVID.

| | engagement in reading for disadvantaged students | | | and termly online literacy testing. | similar learners within the academy. | Reading activities continued throughout lockdowns and was completed during remote form times. Developing student's literacy continued to be a focus during remote and blended teaching. |

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 pupils 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 show improving attendance for Disadvantage students working towards the target of at least 95%. (Covid revised target from previous 97% target) | Assistant AWO appointment and directed specifically to work with disadvantaged students.

First day call and home visits completed for current disadvantaged students as required.

Attendance for term 1 for FSM is 86.9% (Non FSM 91.6%) Change in DFE attendance codes no longer allows students who test positive for COVID 19 to be marked with an 'x' code. They now have to be marked as ill which has a negative effect on the student's attendance as well as the attendance of the school.

Compared to LEA data SAX attendance above local. |
| 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	£1000				
Most improved attendance reward	Reward students whose attendance is well below but improving rapidly					
Pupil progress/ year team meeting to have a standardised agenda to discuss	Raise awareness of disadvantaged students' issues in all meetings to implement	No Cost	Vice Principal	Cohort case studies of Early Help/ external agency support interventions for		Evidence from pupil progress and year team agendas all have a standard agenda item to discuss disadvantaged students.

disadvantaged students	pastoral interventions			disadvantaged families.		
Develop parental communication of SAX Mindset days and parents evenings	Raise awareness in disadvantaged students of importance of SAX Mindset 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 at SAX Mindset 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.	SAX Mindset Days in December used to fill gaps in learning but other days cancelled due to COVID restrictions and move to remote learning. Due to COVID parents evenings were via school cloud. All parents' evenings continued in 2020-21. There has been an increase in parental attendance when comparing with previous years.

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 pupils' learning'. The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for disadvantaged students. 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	£11000	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.	Increased capacity to Study Base to support students who were Covid anxious. AWO assistant provided individualised support plans to integrate all students into main school. Students in study base all accessing lessons remotely with support. Nationally, locally and at South Axholme we have seen an increase in the number of students whose parents have indicated Elective Home Educated since the return from Lockdown one. The academy has responded with a series of actions and / or meetings to discuss with parents our concerns regarding their decision
Reduce negative outcomes for		£5500	Assistant Principal	Termly PIP meeting for all	All disadvantaged students at risk of permanent exclusion leave with a 'suite' of	

disadvantaged students at alternative provision.	Improve behaviour for learning			disadvantaged students in alternative provision.	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.	100% of students applied for post 16 education and/or training by June 2021. Students have been identified and are referred to fluent life coaching.
Increased access to Educational Psychologist/ Fluent Life Coaching	A tailored approach towards improving mental wellbeing, behaviour for learning and reduce exclusions for disadvantaged students	£5000	SENCO	Emotional Health and Wellbeing 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.	Due to COVID we were unable to track and compare the number of students. Staff working in the IGLU have started training about restorative practice.
Implementation of the ACHIEVED reward system that focuses on encouraging disadvantaged students	Arbor Parents 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 student's behaviour points by 10% of the 2019 - 20 total.	Regular updates to staff about achieve points and comparison to disadvantaged students to raise profile. Due to covid data is not comparable and a new system is now embedded to record achieve points.

UPS3 disadvantaged student mentors	Improving emotional wellbeing	U3 Pay	Principal	Monitoring the holistic academic progress and wellbeing 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 student's behaviour points by 10% of the 2020 total.	Postponed to 2021-22 due to COVID. September 2021 all UPS3 mentors and mentees identified.

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 SAX Baccalaureate increases in 21 disadvantaged students	The KS4 options allow all Disadvantaged students a full suite of qualifications including the Ebaccalaureate. The number of Disadvantaged students selecting to study the Ebaccalaureate increases from 2020.	All disadvantaged students have access to a full and ambitious KS4 curriculum. Increase uptake in Ebacc uptake has more than doubled for all students. There has been an increase in disadvantaged students taking Ebacc which has nearly tripled. Due to covid impact there was a reduction in the enrichment opportunities available. .
SAX Mindset pledges (adapted Covid 19)	To increase the cultural capital of disadvantaged students within the academy	£2500	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.	Modified pledges written so students could access these during lockdown. But this was optional for students.
To ensure all disadvantaged students have equal	Improve engagement of students/	£1000	Vice Principal	Attendance of extra-curricular and extended		Covid impacted all extra-curricular activities.

access to extra-curricular activities and financially dependent curriculum activities	families in the school community			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. (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	£2000	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. .	Unable to track consistently due to Covid impact and lockdown.
Designated Teacher for LAC students appointed	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 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.	LAC coordinator appointed and is working alongside LAC students. LAC coordinator has responsibility for the educational experience of the students and meets with students and all stakeholders regularly.

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	£4447	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)	Positive transition for KS2-KS3. Attendance for year 7 in term 1 (2020-21) is 95.3%
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	£1500	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.	Attendance for disadvantaged students in year 7 in term 1 (2020-21) is 90.8% .v no disadvantaged 95.7%

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	£4750	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.	100% of students applied for post 16 education and/or training by June 2021.
All Y9 – Y11 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.	All students in year 9 – 11 to receive 1 to 1 careers advice. This was impacted by Covid. Disadvantaged students all to receive a minimum of 2 meetings with the careers advisor (end of year 10 and start of year 11.) Visits to HEI and post 16 planned for this academic year. Disadvantaged pupils identified and guaranteed places.
Higher Education Visits All disadvantaged have the opportunity to visit a university during their time at SAX	Raise aspirations of disadvantaged students	£1000	Associate Assistant Principal	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data	Student voice to highlight positive contribution of higher education visits on their post 16 aspirations.	Visits to HEI and post 16 planned for this academic year. Disadvantaged pupils identified and guaranteed places.

				2020-2021.		
A commissioned independent & impartial careers advice & guidance to meet all learners' needs including disadvantaged students	Improved destination data.	£2500	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.	All students in year 9 – 11 to receive 1 to 1 careers advice. This was impacted by Covid. Disadvantaged students all to receive a minimum of 2 meetings with the careers advisor (end of year 10 and start of year 11.)
Employment of an a Careers and Employment Administration Assistant	Improve destination data	£3814	Principal			Careers and employment administrator appointed.
Focused disadvantaged enrichment day activities	Raise aspirations of students	£2300	Principal	Destinations data 2020-2021. Student voice questionnaire.		

Review Date: October 2021