

Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Axholme Academy
Number of students in school	967
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Scott Barlow (Principal)
Pupil premium lead	Laura Bullars (Vice Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123, 195
Recovery premium funding allocation this academic year	£ 19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 142, 915

Part A: Pupil premium strategy plan

Statement of intent

The South Axholme Mindset is at the heart of everything we do at South Axholme Academy.

We ensure every student Expects Excellence, is Respectful, Resilient and Ready to make a difference in the world. The South Axholme Mindset Curriculum has been designed to provide students with the core knowledge and cultural capital needed for further academic study, while enabling them to develop as citizens and engage effectively in the world beyond school.

Our intention is to ensure students make outstanding progress and that the curriculum is ambitious in ensuring that all students follow the full breadth and depth of the National Curriculum and ensure that students can undertake studies in the EBacc and a full range of Option subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal.

Challenges

This information provided in this summary details the key challenges to achievement that we have identified among our disadvantaged students.

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

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

	observations and discussion with students indicate that disadvantaged students generally have lower levels of reading than peers. This impacts their progress in all subjects.
--	--

Intended outcomes

The information in the next table explains the outcomes which we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Eliminating attainment and progress gaps for Disadvantaged students	<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 working towards being in line with non-disadvantaged students nationally.</p>
Rapid improvement in reading, and engagement in reading for disadvantaged students.	Reading ages for disadvantaged students to be in line with similar learners within the academy.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>To reduce the attendance gap between SAX disadvantaged students compared to all students nationally.</p> <p>Minimize the number of EHE (Elective Home Education) students, particularly Disadvantaged students.</p>
To improve the attendance of disadvantaged students at parents' evenings.	Disadvantaged students' parental engagement through parents' evening is in line with non-disadvantaged and working towards the Academy's minimum target of 90%.
Developing skills, personal qualities and building a positive home/school relationship	All LAC (Looked After Children) students to have termly semi- structured interview, to discuss the challenges and areas of

	development within school to guide LAC grant spending.
A tailored approach towards improving mental wellbeing, behaviour for learning and to reduce exclusions for disadvantaged students	<p>Early intervention for disadvantaged students at risk of disengagement from school and at risk of exclusion.</p> <p>Recommendations from the Educational Psychologist support action plans/ Life Coaching/Early Help Assessments/ EHCP's for disadvantaged students.</p> <p>All disadvantaged students at risk of permanent exclusion leave with a 'suite' of qualifications and attain a progress 8 score of above -1.4.</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 2021 cohort.</p> <p>Reduce the number of disadvantaged students' behaviour points by 10% of the 2021 total.</p>
KS4 curriculum – Increased KS4 offer.	90% of Disadvantaged students select Aspire or Achieve route and engage in enrichment after school activities.
<p>To increase the cultural capital of disadvantaged students within the academy.</p> <p>Improve engagement of students/ families in the school community.</p>	<p>100% of disadvantaged students have the ability to access to extra-curricular activities. (Covid allowing).</p> <p>A target of 85% of disadvantaged students to take part in some form of extra-curricular activities or events in 2021 - 2022 (Covid allowing).</p>
Positive transition for KS2-KS3.	Attendance for the Year 7, 2021-2022 cohort is above 95% from September to December 2022 (Covid impact).

	Support transition and reduce barriers to learning and improve engagement of targeted families.
Improved destination data and raised aspiration for disadvantaged students.	<p>100% of disadvantaged students are in sustained employment, training, or education for the 2021-2022 cohort after two terms.</p> <p>Student voice to highlight positive contribution of higher education visits/enrichment days/ school wide AIG events on their post 16 aspirations.</p>

Activity in this academic year

The information details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD (Continuing Professional Development), recruitment and retention)

Budgeted cost: £68,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading skills are developed through Register and Read (RnR) and our Inspire Challenge and Engage (ICE) programme. In RnR, fiction and non-fiction texts are read in form time weekly, and questions are used to develop understanding and reading comprehension.	Reading comprehension strategies are high impact on average (+6 months). EEF Reading comprehension	9
No Lost Learners Strategy. CPD and practice sharing around disadvantaged first strategy. Weekly SAX professional development meetings based on evidence-based research. Bespoke in house training for NQT (Newly Qualified Teachers) and RQT teachers. Training through ECF.	Effective professional EEF development guidance report recommends support for embedding of practice alongside initial modelling of practice. EEF Effective professional development ECF through Ambition Insititute	3, 7 & 8
KS3 Curriculum offering breadth and ambition for all students particularly for those who are not thriving. Assessment champions to	EEF putting evidence it work in your classroom stresses the importance of the 'exploration' phase and advocates creation of change teams.	6 & 8

support the further development of KS3.		
KS4 SAX Baccalaureate embedded. Suite of qualifications, experiences and enrichment increased for ALL students.	'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)	6 & 8
Focussed deployment of assistant teachers in core subjects (Mathematics, English and Science) to improve the attainments of disadvantaged students in core subjects.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year when deployed effectively. EEF Teaching Assistants	3, 6 & 7
Catch Up Strategy Leader Appointment.		2, 3 & 7
Study base – Emotional Well Being Support.	Social and emotional support through staffing of study base with AT and identified support. EEF SEL interventions	2, 3 & 9
LAC Coordinator appointed to develop skills, personal qualities and build a positive relationship with home/school.		1 & 2
Fixed KS3 progress and achievement leader who has extended visits to all primary feeder schools to support the transition of disadvantaged students.	'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals' Linsell (2012). Alexander et al (2007) highlighted, 'students lose a month's learning over the summer break. And while this "summer slide" is likely to affect most students, it was estimated as being three times as severe for students from disadvantaged families.'	2

Employment of a careers and employment administration assistant to help support destinations of disadvantaged students.	<p>The Gatsby Benchmark Toolkit identifies that successful schools have 'a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances.'</p> <p>EEF Aspirations interventions</p>	1
---	---	---

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The ICE programme offers students the chance to read with other students and members of staff, to develop their reading skills and confidence levels. Students are also able to re-visit phonics should they require it.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). EEF Reading comprehension</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is a key component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics</p>	9

<p>Remove any barriers for blended learning due to isolation by</p> <p>Early and termly identification of students who require support.</p> <p>Reduce number of students unable to access work through hardware support, WIFI support or technical advice and guidance</p>		3
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>EEF One to one tuition</p> <p>EEF Small groups</p>	3 7
<p>Easter and May half term EBacc/ Science intervention groups for targeted disadvantaged students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>EEF One to one tuition</p> <p>EEF Small groups</p>	3 7
<p>Lost learners and disadvantaged students progress mentors designated to improved attained and provide extended opportunities for disadvantaged and lost learners.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>EEF One to one tuition</p> <p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought, said, and helping to</p>	1 2 3 7 8

	engender an appreciation of human creativity and achievement' (National Curriculum 2014).	
<p>CIAG programme for KS4 to ensure no NEET disadvantaged students and wider destination opportunities for disadvantaged students.</p> <p>All Y9-Y11 disadvantaged students to receive 1 to 1 careers advice (from a commissioned independent and impartial careers advisor) where parents are informed and encouraged to attend the meetings.</p> <p>HEI visit – all disadvantaged have the opportunity to visit a university.</p>	<p>EEF Aspirations interventions</p> <p>The DFE (Department for Education) report on Strategies to raise Aspirations in Disadvantaged students (2014) suggested that pro-active work to develop partnerships and links with universities and other external organisations (e.g. local employers) that can provide support for aspiration-raising and career development activities.</p> <p>The Gatsby Benchmark Toolkit identifies that successful schools have 'a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances.'</p>	1
Portion of budget reserved to meet individual student need as it arises in a more responsive way.	Our own experience over several years is that we have had to rely on a contingency to meet one-off or unplanned-for student need. Not having a contingency in place would mean we are likely to fail to meet pupil need as it arises.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Attendance and Support Officer appointed.</p> <p>First day call and home visits targeted towards FSM (Free School Meals) and disadvantaged students.</p> <p>Target rewards for attendance.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	5
<p>Parental communication of curriculum breakout days (to support with attendance and cultural capital)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>EEF Parental engagement</p>	1 & 5
<p>Parental communication for parents evening. Priority communication, support and follow up.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>EEF Parental engagement</p>	1 & 4
<p>Student in year 7,8,9 to be identified to receive small group and one to one mentoring to support with students being SAX ready.</p>	<p>The Education Endowment Foundation Covid Support Guide for Schools (2020) suggests 'Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life'.</p> <p>EEF Behaviour interventions</p>	2
<p>Increased access to Educational Psychologist/ Fluent life</p>	<p>The Education Endowment Foundation – Improving Behaviour in Schools Report suggests, 'A tailored approach</p>	2, 7 & 8

<p>coach to provide a tailored approach towards improving mental wellbeing, behaviour for learning and reduce exclusions for disadvantaged students.</p> <p>Develop the role of the integrated learning unit to deliver restorative practice.</p> <p>Implementation of the ACHIEVED reward system that focusses on encouraging disadvantaged students.</p>	<p>to support an individual's behaviour should complement the school's behaviour policy.'</p> <p>EEF Improving behaviour in schools report</p> <p>The EEF Toolkit (2019) states, 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning'.</p> <p>The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for disadvantaged students.</p> <p>EEF Behaviour interventions</p> <p>The National College identifies an effectively embedded rewards system as being a contributory fact in improving attainment and engagement.</p>	
<p>To ensure all disadvantaged students have equal access to extra-curricular activities and financially dependent curriculum activities.</p> <p>To develop the SAX Mindset days to further develop skills and personal qualities.</p>		1
<p>Tracking and supporting any students or families that are more vulnerable.</p>		2, 5 & 7

Year 6 SAX Mindset familiarisation visits for vulnerable disadvantaged students. The focus is to support transition and reduce barriers to learning and improve engagement of targeted families	'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals' Linsell (2012). Alexander et al (2007) highlighted, 'students lose a month's learning over the summer break. And while this "summer slide" is likely to affect most students, it was estimated as being three times as severe for students from disadvantaged families'	2
---	---	---

Total budgeted cost: £ 142,915

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the lack of published examination data for 2019/20 and 2020/21 makes it difficult to compare to national benchmarks.

Our evaluation of our pupil premium strategy and recovery plan for 2020/21 indicated that we were successful in providing access to technology to students so that all students were able to access live lessons throughout lockdown. All disadvantaged students were given the support required. All disadvantaged students were able to successfully access online lessons for the full breadth of the curriculum at all key stages.

Student and parent voice was incredibly positive, both about the support during lockdown (including regular contact home) and in terms of their return to school and learning since.

Our internal 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)

Year 11 TAG (Teacher Assessed Grade) data showed that 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. However, this gap is smaller than the national gap (2019) of 0.58.

National attendance data for attendance for 2020-2021 is not yet available. Locality data shows that 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.

Our evaluation indicated less success with the increase in extra curricular and cultural capital for disadvantaged students due to the impact of COVID 19. There was also less success with the additional career's appointments and trips to HEI. This is a priority for early this academic year.

Please see the link to the 2020-21 review that can be found on the school website [here](#).