



Pupil Premium Strategy Evaluation – 2018 2019

1. Summary Information					
School	The South Wolds Academy and Sixth Form				
Academic Year	2018 2019	Total PP budget	£114,762	Date of most recent DP review	November 2018
Total students	831	Number of pupils eligible for DP	105 (13%)	Next internal review of this strategy	September 2019

	Pupils eligible for PP 2019 (South Wolds)	January review	Pupils not eligible for PP (National Average) 2019	January review
Progress 8 score average 2019 [2018] [2017]	-0.378 [-0.713] [-0.569]	-0.288	0.04 [0.12]	-0.209
Attainment score average 2019 [2018] [2017]	43.35 [38.98] [39.23] (DP nat. 2018 = 35.00)	43.89	48.00 [47.08]	54.78

3. Barriers to future attainment (for pupils eligible for DP including high ability)	
In-school barriers (issues to be addressed in school)	
A	The attendance of disadvantaged students is less than that of other students in school
B	There is a negative behaviour gap between disadvantaged students and the rest of the student body
C	Some disadvantaged students have low levels of reading on entry and do not often undertake reading for pleasure
External barriers (issues which also require action outside school)	
D	Some disadvantaged students suffer from poor diet, appreciation of their own wellbeing or a potentially self-destructive lifestyle
E	Some disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to cultural capital deficit and thus a lack of educational ambition to succeed in their studies.

4. Outcomes			
	Desired Outcomes	Success criteria	Evaluation
i	Improved attendance of disadvantaged students, further closing the gap relative to other students in school	Attendance of disadvantaged students to improve on 2017-2018 attendance, closing the gap to other students to be less than 2.5% from 3.5% [4.3% Jan PP = 91.7%, non-PP = 96%]	Attendance for non-PP = 95.1% compared to 92.1% for PP students. A significant narrowing of the gap from 3.4% to 3%, particularly bearing in mind that non-PP attendance jumped from 94.4%
ii	Improved behaviour of disadvantaged students, further closing the gap relative to other students in school	Fewer behaviour incidents recorded for these pupils and the gap to other students to continue to close to be less than the gap for 2017-2018 (41.45)	PP students accrued an average of 32 behaviour points in 2018/2019 (down from 41 in 2017/2018) compared to 16.5 for non-PP students. The gap of

		and 2016-2017 (36.04) [To be assessed September 2019]	15.5 behaviour points is the lowest in the last three years
iii	Improved reading skills of disadvantaged students and engagement in reading	Improvement in the outcomes of disadvantaged students, narrowing the gap from 2017-2018 0.6. Also improved reading ages in reading tests. [To be assessed September 2019]	The school used a new reading age test this year which gives a more accurate reading age and stretches the range of reading age that can be tested for and therefore, although the overall gap between DP and non-DP is 8 months (12/9 v 13/7), this is not comparable data. The gap ranged from 2years and 4months in year 7 to only 7months in Year 11 giving a clear indication that catch up strategies are having an impact.
iv	Disadvantaged students to be more motivated to be aspirational and accelerate their progress so they can attain more highly	Improvement in Progress 8 score for high ability DP eligible students from -1.29 and for low ability DP students -0.204	Progress 8 for HPA DP students increased to -0.673 (increase of 0.7) and for LPA to +0.197 (increase of 0.4)

5. South Wolds specific risk factors

Risk Factor	Reason for risk	Risk Mitigation
Schools with a lower proportion of disadvantaged pupils	In schools with a lower proportion of disadvantaged pupils and/or larger year groups, there is a danger that disadvantaged pupils may be getting 'lost' in the system.	Potential solutions include improved monitoring of progress and providing individualised learning support for disadvantaged pupils.

6. Strategies

a) Quality of teaching for all							
	Desired outcome code	Strategy	Evidence and rationale for this choice	Evidence of impact	Staff lead	Review period	Cost
1	iv	Review seating plans -proactively ensure DP student needs are met	Allows more immediate first-wave intervention for these students – encourages development of strong working relationships	Seating plans to be a necessity for all classes – to be quality assured during T+L Base Line and all lesson observations	HJC	Sept 2018 – June 2019	Nil
2	iv	Teachers plan high quality lessons for all - be proactive in giving	Some students from disadvantaged backgrounds have less resilience due	T+L Baseline November 2018 Subject Reviews 2018-2019	HJC	Sept 2018 – June 2019	Nil

		specific feedback to DP students	to reduced breadth of experience in home setting				
3	iv	Teachers are proactive in making students think about how they learn and give them strategies to cope when they are stuck / restless	Some students have lower meta-cognitive skills due to lower levels of interaction and less variety of experience in the home setting	T+L Baseline November 2018 Subject Reviews 2018-2019	HJC	Sept 2018 – June 2019	Nil
4	iv	Teachers proactively direct questions to DP students that allow them to experience success	Some students from disadvantaged backgrounds suffer low self-esteem due to lack of positive academic role models in home settings	T+L Baseline November 2018 Subject Reviews 2018-2019	HJC	Sept 2018 – June 2019	Nil
5	ii	Staff make the time to get to know your DP students – be proactive in finding out about hobbies and interests	Some students from disadvantaged backgrounds feel isolated from groups at school – encourage sense of belonging	Reduction in behaviour points accrued by DP students compared to non-DP	HJC	July 2019	Nil
6	ii iv	Practitioner Enquiry – encourage staff to investigate latest evidence for effect of interventions designed to accelerate progress of DP students	Teaching is becoming an evidence based profession so it is important to give staff the opportunity to research and experiment with strategies that fit the South Wolds context	Reduction in behaviour points accrued by DP students compared to non-DP Reduction in progress 8 gap between DP and non-DP students	HFH HJC	July 2019	Nil
7	ii iv	Metacognition and self-regulated learning – launch a working party of staff to develop strategies that improve student self-regulation	Metacognition and self-regulation are shown to significantly increase the progress of all students – and particularly those from disadvantaged backgrounds	Reduction in behaviour points accrued by DP students compared to non-DP Reduction in progress 8 gap between DP and non-DP students	HJC	July 2019	Nil
8	iv	Revision guides / timetables – DP students to be provided with revision guides, timetables and personalised revision study techniques	Many DP students lack the structured working environment and support available to many non-DP students	Reduction in progress 8 gap between DP and non-DP students	HJC	October 2018	£1068
9	iii	Hackney Literacy Project – invest in scheme and introduce for lower ability DP students from 2019-2019 onwardp	Independent studies show statistically significant increases in literacy levels for students who engage with this scheme	Increase in reading ages and English progress for these students	XFF HJC	July 2019	£560

10	ii	Literacy - Embedding best practice in regard to literacy development across all subjects and year groups to support learning and drive transference of student literacy skills across the curriculum	Further improvements in literacy across the curriculum would accelerate learning of all students with DP students benefitting disproportionately due to home literacy deficit.	Reading levels and engagement of students to increase, particularly in KS3. DP progress gaps across subjects are minimised, and continue to close.	ESS/HJC	December 2019	Nil
11	iv	NEAT agenda to be introduced and promoted across the school (Neatest writing, Extended writing, Always best effort first time, Take responsibility to improve)	T+L Baseline revealed common attitude that below potential work would not be followed up by teachers	Work samples reveal improved presentation and quality of written work and a smaller gap between DP and non-DP students	HJC	February / June 2019	£300
12	iv	Introduce and embed common teaching approach that supports the development of common lesson elements and a common language of learning	Research suggests that DP students are disproportionately aided by good teaching	Feedback from lesson observations and learning walks shows common elements are established and contributing to improved outcomes	HJC	January – June 2019	Nil

b) Targeted support

	Desired outcome	Strategy	Evidence and rationale for this choice	Evidence of impact	Staff lead	Review period	Cost
1	iv	Intervention tutor, English / maths – ensure that DP students get priority when allocating students to 1-2-1 English and Maths support	1-2-1 support enables areas for development to be clearly identified and improved upon. Beneficial provided students don't miss core English or Maths provision	DP students match or exceed grades predicted prior to commencement of 1-2-1 tutoring	MRS/ESS	August 2019	£74128
2	iv	Revision packs – ensure that all Year 11 DP students have timely access to the full range of revision guides for mock GCSE exams	Providing high quality resources for the DD students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed	Basics attainment gap to close, relative to last year's outcome.	HJC	December 2018	£225

			in their public exams. Homework, secondary (+5 months)				
3	ii	Build parental engagement - Staff to be proactive about contacting home to give the good messages that make the tough stuff easier to hear if it is needed	Parental engagement ranks very highly as a low cost, high impact strategy for helping disadvantaged students to succeed	Improved parents evening attendance and other parent event attendance / cooperation with school	HJC	July 2019	Nil
4	iv	Closing the Gap meetings - Progress, attendance and behaviour data: assessment, tracking and intervention by key staff	Timely data scrutiny based on firm evidence enables appropriate action to be taken and evaluated	Improvements in key indicators for DP students	MCS MDW ZMS HJC YPL	Termly	Nil
5	iii	Reading intervention - Targeted, structured programme of intervention reading (Switch On) followed by lower intensity follow up reading and book shop visits / book vouchers	Short, intense intervention enables students to see progress and gain confidence in reading Book shop and library visits build love of books and reading	Reading Ages for students increase significantly Students report continued positive reading habits at home	XEW, XFF, HJC	Termly	£1000 books and trips TAs = £35834
6	i, ii, iii, iv	Disadvantage calculator – target interventions most efficiently by prioritising support for students in greatest need	Limited funding must be prioritised – calculator links information on prior achievement, home circumstances, behavioural indicators to target strategies.	Strategies more heavily focussed on students at the top of the calculator	HJC	October 2018	Nil
7	i, ii, iv	Adopt a boy intervention – link male members of staff to boys who are DP in order of priority from the disadvantage calculator	Boys respond well to positive role models which may be lacking in the home environment	Strategy underway with relationships built between a core of 10 male staff and students	HJC	March 2019	Nil
8	i, ii, iv	Break Intervention Scheme – reward boys who are DP in order of priority from the disadvantage calculator with free food from canteen at break time	Boys respond well to short term rewards and need to the chance to redeem themselves after poor behaviour	Students engaged in process and behaviour points reduced significantly in majority of students on scheme	HJC	April 2019	£837
9	i, ii, iv	Girl's self-image and welfare intervention – link female members of staff to girls who are DP in order of priority from the	Girls may respond well to positive role models who can re-enforce positive relationships and self-image	Scheme underway with relationships built between a core of 10 staff and students	DGV / HJC	October 2019	Nil

		disadvantage calculator to improve self esteem					
10	ii	Boy's sport (running, bouldering, water sports) intervention – use sports opportunities to engage DP students and develop self-esteem as well as personal and thinking skills	Sport is a great motivator and can provide opportunities for personal development in soft and hard skills for some students	Sports opportunities provided for all students according to level of interest, prior engagement and disadvantage calculation	PMS/PNL/HJC	July 2019	Nil
11	iv	Computer lending scheme – ensure that DP students who lack access to digital learning technology at home are able to loan lap-top computers from school	Many DP students lack appropriate study aids at home, including access to ICT	Computers lent to students identified through individual interviews as in need of support	HJC/MW	July 2019	Nil
12	i iv	Improved CEIAG – ensure that all DP students receive impartial careers advice, visit college information days and undertake meaningful work experience	Many students lack the familial cultural capital to guide them into the best choices of post education destinations	All DP students receive impartial, individualised advice and guidance from well qualified sources	HFH/ HJC	July 2019	Nil
13	iv	'Graduate' Lounge – investigate the feasibility of developing a space for DP students to complete self-study and homework within newly created VI form space	Many DP students typically do not have a space for self-study. Therefore, the Graduate Lounge provides this, and allows the students the opportunity to complete homework etc. with support from staff	Attendance at Graduate Lounge tracked each session, with non-attending DP students followed up and encouraged to attend	HJC	December 2019	Nil
14	iv	High ability - Provide targeted support for high ability DP students to raise their aspirations and encourage them to pursue a successful route to higher education or high quality apprenticeships	'Brilliant Club' (or similar) programmes significantly boost the achievements of high ability DP students	Targeted group of 12 students to commence a programme in November 2018 to be completed April 2019	HJC	April 2019	£2800
15	i,ii,iv	Year 6 transition – liaison with y6 teachers in feeder primary schools to establish prior levels of	DP students start behind their peers already in terms of achievement, and often are in danger of taking	Progress of year seven DP cohort as seen in IA data matches non-DP.	HJC/MCS	Termly 2018-2019	Nil

		achievement and prevent academic dips in early years of secondary schooling	longer to settle into the academic routine of the academy	Positive feedback from parents at 'Meet the tutor evening' at the end of November.			
c) Other approaches							
	Desired outcome code	Strategy	Evidence and rationale for this choice	Evidence of impact	Staff Lead	Review period	Cost
1	iv	Parents' Evenings – follow up phone calls made to ensure DP parent awareness of imminent parents' evenings – follow up phone calls if appointments not made – investigate feasibility of 'satellite information evenings'	Encouraging parents to come into school to hear feedback from subject teachers will increase parental engagement.	Increased attendance at parents' evenings for DP students; closing of the Parents' Evening attendance gap.	KG/HJC	July 2019	Nil
2	li, iv	Funding music lessons – All DP students offered the opportunity to study musical instruments within, and funded by, school	Development of musical skills improves organisational self-regulation and resilience skills that then transfer to academic studies and wider life situations	Maximise take up of music lessons amongst students with no family musical background	HJC/CJR	July 2019	£2924
3	iv	Funding school trips - To allow DP students to engage in educational visits, to positively impact on their progress in class and build their cultural capital.	Many DP students have a deficit of cultural experiences that build interest and drive motivation as well as building strong, positive relationships with peers and teachers	No obvious gaps between DP/NDP students in uptake of educational visits as seen on tracker; accelerated progress of DP students across KS3 subjects.	HJC	July 2019	£222
4	i, iv	Hardship Fund - At the discretion of Heads of Year / Student Services, the Hardship Fund is available to provide emergency items (e.g. uniform) to those DP students whose family circumstances mean they are in need of support.	DP students may struggle to feel a sense of community if they are unable to participate on a level playing field with their peers, reducing motivation	Attendance gaps, progress gaps, C2L gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between DP/non-DP students.	HJC	Termly 2018-2019	£806
5	iv	Exams - Bottles of water and buttered toast available for all	From previous feedback from students, many do not eat or drink	Students' feedback on preparedness for public exams.	DW/ Canteen Manager	July 2019	Nil

		students on day of exam	well on the day of exams. Providing these items ensures they are able to concentrate better in exams.				
6	i	Attendance - Maximise school attendance of DP students by prioritising follow up phone calls/visits for DP students	Strong correlations exist between student attendance and progress – maximising attendance reduces gaps in learning and securely embeds students in the culture of the academy	Attendance officer is responsible for managing the attendance and promptness of DP students with a focus on improving attendance in line with non-DP	ZFFH/ZMS	Half termly 2018 2019	Nil
						Total	£120,704