

Pupil premium strategy statement –The South Wolds Academy and Sixth Form

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	884
Proportion (%) of pupil premium eligible pupils	18.6% (164)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	January 2025
Date reviewed	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Halina Angus
Pupil premium lead	Lauren Crawford
Governor / Trustee lead	Sue Jaques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£185,120

Part A: Pupil premium strategy plan

Statement of intent

At The South Wolds Academy & Sixth Form, we strive to enable every child to achieve or surpass their academic and social potential. Our aspiration is to enable disadvantaged students to attend, behave and achieve in line with their peers. Therefore, we believe that quality first teaching and a high-quality curriculum underpins everything we do and is the heart of our approach. This is an evidence-based strategy proven to have the greatest impact on closing the disadvantage gap and will ensure that both disadvantaged students and their non-disadvantaged peers will have the opportunity to make accelerated and sustained progress.

The pupil premium strategy considers the challenges faced by all vulnerable cohorts of students with the intent of supporting their needs, and we observe that the definition of disadvantage is broad and wide-ranging. We have carefully considered the evidence to approaches and matches this with the needs of our community and this strategy outlines the strategies that we believe will have the greatest impact in our context and for our student body. The intent of the strategy is to work towards achieving our objectives in incorporating core aspects of a student experience at The South Wolds Academy & Sixth Form and promoting equity for all students.

The key principles of the provision we provide are centred around quality-first teaching and the daily diet that our students experience in the classroom, with a focus on the needs of our cohort. Quality-first teaching is evidenced to have the greatest impact on closing the disadvantage attainment gap and will simultaneously benefit all students in every classroom. Therefore, we ensure high quality professional learning opportunities for teaching staff to embed our approach consistently across the curriculum. Embedded within our intended outcomes is the intention that progress is sustained and enhanced for all students, to promote high outcomes. We ensure all staff are utilising progress data when planning lessons and positive discrimination is evident in classrooms, as well as bespoke feedback to allow all students to make good progress. Quality assurance activities are designed to ensure our priority cohort remain high on the agenda while assessing the overall quality of teaching and learning in the classroom.

Beyond the core curriculum, we have further strengthened our tutoring and literacy interventions to support the current cohort based on internal and external evidence. Relentless scrutiny of the performance of disadvantaged student data and progress reviews following reports based on high quality assessment that allows us to identify underperformance and put in place effective additional support to break down any barriers and accelerate progress towards targets.

Wider and pastoral support promotes high engagement with disadvantages parents/carers and sustained improvement in behaviour, attendance and achievement. Pastoral staff work proactively to remove obstacles affecting the behaviour, attendance and welfare of disadvantaged students. Attendance monitoring identifies students where attendance is a barrier to full engagement with school and actions are put in place to support improvement.

At The South Wolds Academy & Sixth Form we seek to critically evaluate our success, constantly reviewing the impact and benefit of our approach. All colleagues and our governing body take a proactive responsibility for the progress and wellbeing of all our students; we have a shared commitment to supporting every student to achieve or surpass their academic and social potential. We seek to empower students by putting them at the heart of our intent with bespoke and individualised plans in place of a blanket offer which helps us to remove barriers to learning. This may mean we target students individually, in small groups, classes, year groups or as a whole school community.

To summarise, our strategy places quality-first teaching at the heart of the school, strengthened by targeted academic interventions and a plethora of measures to monitor and promote student wellbeing. We feel this broad offer allows all students to achieve their full potential.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy: reading (comprehension, vocabulary, fluency) Assessments (NGRT reading tests completed by all KS3 students), observations, and discussions with staff and students indicate that disadvantaged students have generally lower levels of reading comprehension than peers which impacts their access to the whole curriculum.
2	Attendance and engagement in lessons The attendance gap is noticeable between disadvantaged students and their non-disadvantaged peers. A higher proportion of disadvantaged students fall into persistent absence. Disadvantaged students accrue a significantly greater number of behaviour incidents leading to resolutions and suspensions, in particular disadvantaged boys are significantly more at risk of suspension than disadvantaged girls.
3	Metacognition: resilience in learning Outcomes, student and teacher voice and observations suggest that disadvantaged students show significantly less resilience in learning than their non-disadvantaged peers. Book samples highlight a difference in the pride taken in written work between the two groups.
4	Attainment: particularly in English at KS4 The attainment gap at KS4 between disadvantaged students and their non-disadvantaged peers remains evident, particularly in English and particularly with disadvantaged boys.
5	Parental Engagement

	Evidence demonstrates that parental engagement with school has a positive impact on student engagement and attainment. There is a hard-to-reach cohort of parents/carers where stronger relationships may benefit the students' school experience.
6	Lack of aspiration: opportunities for personal growth Evidence demonstrates that social and emotional pressures are higher on disadvantaged students and lead to increased issues such as anxiety, depression, low self-esteem, and motivation issues. A reduced proportion of disadvantaged students partake in extra-curricular opportunities outside of targeted interventions.

Intended outcomes

This explains the outcomes 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
<p>Literacy: reading (comprehension, vocabulary, fluency)</p> <p>To improve reading comprehension amongst identified disadvantaged students across KS3 and 4. To reduce the knowledge and skills gaps, in literacy to promote progress and close the gap for disadvantaged students.</p>	<p>Reading interventions implemented to ensure support is in place for students reading significantly below age-related expectation. Improvements in reading comprehension evidenced through Switch on Reading, Hackney, teacher reading interventions as well as improved engagement in lessons. KS3 Disadvantaged reading groups established in the library to promote access to reading materials and joy in reading. QA to evidence subjects have embedded literacy strategies in response to Professional Learning to support the priority cohort.</p>
<p>Attendance and engagement in lessons</p> <p>To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive. Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.</p>	<p>Disadvantaged students will achieve, or exceed, attendance percentages of peers.</p> <p>Relentless focus on disadvantaged attendance during attendance reviews that follow a data run, with a view to actions subsequently put in place to support identified students.</p> <p>A marked reduction in the number of disadvantaged students falling into persistent absence to bring about parity with non-disadvantaged students.</p> <p>An evidenced improvement in the behaviour and attitudes to learning of disadvantaged</p>

	students to reduce the number of individuals receiving a resolution or suspension.
<p>Metacognition: resilience in learning To improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>To deepen the support for disadvantaged students in developing skills for learning and equipping them to be successful in their lessons.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Disadvantaged students prioritized in every aspect of classroom engagement to participate and promote confidence and ownership of their own study habits.</p>
<p>Attainment: particularly in English at KS4 To accelerate the progress of disadvantaged students (particularly boys) to ensure pupil premium students meet or exceed their ambitious South Wolds School Target and in doing so narrow the gap with peers, with a particular focus English.</p>	<p>By the end of our current plan, Progress 8 and key attainment gaps between disadvantaged and non-disadvantaged pupils is narrowed from 2024 outcomes.</p> <p>Subject Improvement plans to establish knowledge and skills gaps from lost learning so that teaching can be adjusted to meet the needs of students.</p> <p>Relentless focus on disadvantaged students during progress reviews in place to identify any students requiring additional support.</p> <p>Improvement seen from feedback given by English catch up tutors as well as teacher assessments within English.</p>
<p>Parental Engagement To increase the engagement of parents and carers from disadvantaged families to attend school events and engage with school communication.</p>	<p>Parents and carers from disadvantaged families attending all parents evening appointments.</p> <p>Evidence of improved communication between school staff and parents/carers.</p>
<p>Lack of aspiration: opportunities for personal growth School aims to support learners to be well-rounded and successful individuals and for every student to have equal access to opportunities and encouraged to have high aspirations to meet their career ambitions. Disadvantaged students are prioritised for support and intervention in this area.</p> <p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience,</p>	<p>100% of KS4 disadvantaged students attend a careers meeting at KS4 with a level 6 careers advisor.</p> <p>All y9 PP disadvantaged students attend a careers meeting prior to making options choices to ensure appropriate guidance is given.</p> <p>Gap between NEET figures for disadvantaged students and their peers is narrowed.</p> <p>Increased number of disadvantaged students applying to sixth form.</p>

leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.	Increased number of disadvantaged students attending extra-curricular activities, evidenced through registers. Visit leaders to encourage attendance of disadvantaged on culture experiences.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD programme to include whole school sessions, faculty CPD and opt in sessions to develop and share whole school Teaching and Learning strategies. Strategies chosen to support progress for disadvantaged students: retrieval, questioning, scaffolding and modelling, and feedback.	“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF guide to the Pupil Premium. June 2019. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3,4
Teacher Coaches to work with identified subjects and individual class teachers to help develop practice and accelerate the progress within those areas.	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eeefs-first-six-years	1,2,3,4
Inset sessions exploring the fundamentals of a lesson that help in accelerating the progress of disadvantaged students.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF guide to the Pupil Premium. June 2019.	1,2,3,4

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Quality Assurance specifically directed towards PP students and ensuring their quality of teaching and learning is at least equivalent to non-PP students.	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years	1,2,3,4
Subjects to review and develop the quality of teaching and feedback given to disadvantaged students to allow them to accelerate their progress. PP students are given priority in seating plans, and teaching strategies such as questioning and feedback.	EEF toolkit (2019) states that ‘providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’ Feedback EEF	1,2,3,4
Subjects given additional planning and development time during subject meetings to home in on teaching and learning strategies to accelerate the progress of their disadvantaged students.	Putting Evidence to Work – A School’s Guide to Implementation recommends to ‘create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.’ EEF Guidance report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3,4
To continue to embed a culture of positive discrimination through ensuring disadvantaged students remain high on the agenda during line management meetings, within subject progress reviews and subsequent quality assurance processes.		1,2,3,4
Subjects to review and evaluate systems in place to identify gaps in knowledge and skills particularly in year 7 with a view to adjusting the	According to the EEF toolkit ‘Individualised instruction can be an effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months’ additional progress.’	1,2,3,4

curriculum to address these challenges.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Staff enrolled on NPQs for development of staff within school and also to aid retention of staff	EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,3,4
Subject specific CPD on common methods to improve literacy and comprehension including oral literacy using 'I say, you say, and say it again' once the modelling of I do, we do, you do structures are well-embedded.	EEF- Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2,3,4

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

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring for targeted group of disadvantaged students underachieving in English. Students reviewed termly. Hackney reading programme to accelerate progress and reading comprehension of an identified cohort of students	The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact for targeted students identified through progress reviews as part of National Tutoring Programme. small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,4

<p>Year 11 GCSE English and maths additional group established to accelerate progress of students identified.</p> <p>Switch On reading programme to accelerate progress and reading comprehension of an identified cohort of students.</p>	<p>EEF Toolkit suggests that ‘on average, one to one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>Employment of a graduate literacy TA and a TA with a maths specialism.</p> <p>KS3 Literacy groups established to support reading and access to the library for disadvantaged students.</p> <p>Year 11 revision sessions will select disadvantaged students for priority places.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,4</p>
<p>Employment of increased maths and English staff to reduce class sizes.</p> <p>Reading strategies well-embedded across KS3 with assemblies, tutor time reading and discussion around literacy growing across the school due to reading homework across all subjects.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concept in each subject:</p> <p>Improving literacy in secondary schools</p> <p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF toolkit suggests that ‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>Peer tutoring from VI form students to targeted KS4</p>	<p>‘Peer tutoring approaches have been shown to have a positive impact on learning, with an</p>	<p>1,4</p>

students to develop maths, English & science skills.	average positive effect equivalent to approximately five additional months' progress within one academic year.' EEF guide to Pupil Premium June 2019. Peer tutoring EEF (educationendowmentfoundation.org.uk)	
Exam access arrangements put in place for those SEN and disadvantaged students who require it.	Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=se	4
Homework support at lunchtimes and after school in the library for all students. Study Club twice weekly after school to support year 9-11 students with organising and engaging in revision.		3,4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater coordination and raising the profile of extra-curricular activities, with closer tracking to encourage participation from more disadvantaged students. This is done through pastoral and tutor teams, along with student notices.</p> <p>Raise the profile of roles and responsibilities available in school through tu-</p>	<p>The EEF toolkit acknowledges that limited research is available on aspiration interventions. It does though acknowledge that if it is done, 'aspiration interventions [should] range in duration and may include within class approaches delivered by teachers, after school clubs, out-of-school programmes or mentoring led by paid staff or volunteers.'</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	6

<p>tor teams and staff notices to encourage greater participation from disadvantaged students.</p> <p>Whole School Sports Coordinator prioritises the welfare of PP students in additional sports activities and team building sessions.</p>		
<p>Meetings following reports with KS3/4 progress lead with relentless focus on disadvantaged students and what actions are required to bring progress and attendance of disadvantaged in line with peers</p> <p>Increased contact between pastoral year teams and home with heads of year developing behaviour profiles for individual students.</p> <p>Emotional health and well-being prioritised for disadvantaged students by the Equality & Diversity Lead.</p> <p>All parents contacted in the winter term as a reminded of how to apply for pupil premium status and what support school can offer both for students identified for funding and just-about-managing households.</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant nonacademic barriers to progress in school</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>Research by the EEF suggests that ‘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’</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5,6

<p>Whole school rewards system used to promote and celebrate excellent behaviour in lessons and at social times. Achievement points system well embedded and rewards assemblies in place.</p>	<p>EEF Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>2,6</p>
<p>Introduction of a behaviour intervention, in line with the concerning behaviour pathway, when a disadvantaged student has accrued several suspensions to ensure all support mechanisms and SEND avenues have been maximised</p>	<p>According to the EEF toolkit, Behaviour interventions – ‘both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.’ Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>
<p>Transition programme for year 6 intake to manage expectations and identify vulnerable students.</p>	<p>Extending School Time EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/technical-appendix</p>	<p>2,3,5</p>
<p>Responsive PSHE curriculum across all key stages to cover current affairs and whole school issues.</p>	<p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,6</p>
<p>Careers Advice priority for disadvantaged students. Priority appointments for disadvantaged and vulnerable students (keep NEET low). Aspirational careers fair open to all year groups and afternoon access for all disadvantaged students. Promotion of Unifrog to all year groups to promote employability skills tracking and profiling against future careers.</p>	<p>DfE- Careers guidance and access for education and training providers https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p>	<p>5,6</p>

<p>Careers workshops for disadvantaged students interested in careers within construction on site with the new build.</p>		
<p>Contingency fund for acute issues.</p> <p>Purchase of school uniform for PP students.</p> <p>Purchase of revision guides for all year 10 PP students.</p> <p>Funding of music lessons for PP students.</p> <p>Funding of some school trips to ensure PP students have the same opportunities as non-PP students.</p> <p>Review of food available for FSM students.</p> <p>IT provision for students that need it to work at home.</p> <p>Support for the local food bank at the end of each term and information shared with parents/carers for referral.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs of PP students.</p>	<p>All</p>

Total budgeted cost: £ 180,330