



The South Wolds Academy & Sixth Form

Pupil premium strategy statement

This statement details our school'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 | The South Wolds academy & Sixth Form |
| Number of pupils in school | 895 |
| Proportion (%) of pupil premium eligible pupils | 12.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022-2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Halina Angus, Head Teacher |
| Pupil premium lead | Carol Shardlow, Deputy Head Teacher |
| Governor / Trustee lead | Sue Jacques, Chair of Governors |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £108870 |
| Recovery premium funding allocation this academic year | £16530 |
| 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 | £125400 |

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 will ensure most of the needs of our most vulnerable students are met.

Our strategy to accelerate the progress of these students is therefore as follows:

- Accelerate the progress of disadvantaged students through quality first teaching.
- Ensure ambitious targets are set for all students in order to increase aspiration.
- Ensure all high ability disadvantaged students are placed in top sets of Maths, English and Science.
- Ensure all staff are utilising progress data when planning lessons (evidenced through seating plans).
- Positive discrimination evident in lessons as well as bespoke feedback to allow disadvantaged students to make good progress.
- Progress reviews and subsequent quality assurance activities are designed to ensure disadvantaged students remain high on the agenda whilst also assessing the overall quality of teaching and learning within the classroom.
- All teaching staff to have at least one appraisal objective focused on the quality of teaching and learning within the classroom.
- Relentless scrutiny of the performance of disadvantaged pupils' progress data and progress reviews following reports which is 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 their progress towards their target.
- Rigorous assessments as per each subject's assessment policy to ensure accurate progress data (which errs on the side of caution) allows for additional support to be put in place for any disadvantaged students who are underperforming.
- Class teachers document planned bespoke additional support for students who are below track – including disadvantaged students. –
- Additional Maths and English support issued to KS3 and 4 students identified as underachieving, with a focus on disadvantaged.
- Closing the Gap meetings for each Year group 7-11 after each data collection bring together key stakeholders to ensure that additional support is put in place for disadvantaged students who are underperforming

- Pupil premium budget to target underachieving disadvantaged students
- Provide effective wider and pastoral support to ensure that engagement with disadvantaged parents/carer is high and that there is an improvement in behaviour, attendance and achievement of student in receipt of Pupil Premium.
- Heads of year work proactively to remove obstacles around behaviour, attendance and welfare for disadvantaged students
- Attendance is monitored to identify students whose attendance is a barrier to their progress, and consider what actions are necessary to help them improve.
- Parents of disadvantaged pupils contacted prior to parents' evenings with a view to increasing communication with class teachers.
- Disadvantaged students are prioritised for their careers provision.
- Disadvantaged uniform/equipment/trips fund used to ensure students have the foundations to achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 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 on maths and English/reading. |
| 2 | Reduce the knowledge and skills gaps, particularly in numeracy and literacy that have arisen from lost learning time brought about by the Covid-19 pandemic in order to access the whole curriculum. |
| 3 | To enhance cultural capital of disadvantaged students in terms of experiences, career ambitions and ensuring they have high aspirations. |
| 4 | Improve the behaviour and attitudes to learning of disadvantaged students in order to reduce the number receiving a suspension. Disadvantaged boys are significantly more at risk of suspension than disadvantaged girls |
| 5 | To improve the attendance of disadvantaged students to bring them into line with the rest of the school. Likewise, to reduce the number of disadvantaged students falling into persistent absence to bring about parity with non-disadvantaged students. |

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 |
|---|--|
| Improved attainment from 2019 among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | By the end of our current plan, Progress 8 and key attainment gaps between disadvantaged and non-disadvantaged pupils is narrowed from 2019 outcomes. Relentless focus on disadvantaged students during progress reviews in place to identify any students requiring additional support. |
| To improve reading comprehension and numeracy skills amongst identified disadvantaged students across KS3 and 4. | Subject Improvement plans to establish knowledge and skills gaps from lost learning so that teaching can be adjusted to meet the needs of students. Improvements in reading comprehension evidenced through Switch on Reading as well as improved engagement in lessons. Improvement seen from feedback given by maths and English catch up tutors as well as teacher assessments within maths and English. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | 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. |
| To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive | Reduce the gap in suspension rates between disadvantaged and non-disadvantaged students. |
| Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school. | 100% of year 11 disadvantaged students attend a careers meeting in year 11. Gap between NEET figures for disadvantaged students and their peers is narrowed. |

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| | <p>Increased number of disadvantaged students applying to sixth form.</p> <p>Increased number of disadvantaged students attending extra-curricular activities, evidenced through registers. –</p> <p>Visit leaders to encourage attendance of disadvantaged on culture experiences.</p> |
| <p>Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.</p> | <p>Number disadvantaged students in persistent attendance will be in line or lower than non-disadvantaged students.</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 being subsequently put in place to support identified students.</p> |

Activity in this academic year

This 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, recruitment and retention)

Budgeted cost: £7400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Utilise Teacher Coaches (TLCs) to deliver high quality CPD sessions as well as twilights and to develop and share whole school Teaching and Learning strategies.</p> <p>Teacher Coaches to work with identified subjects and individual class teachers to help develop practice and accelerate the progress within those areas.</p> <p>AHT to lead twilight sessions looking at the fundamentals of a lesson that help in accelerating the progress of disadvantaged students.</p> <p>Quality Assurance specifically directed towards PP students and ensuring their quality of teaching and learning is at least equivalent to non PP students.</p> | <p>“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.</p> <p>” EEF guide to the Pupil Premium. June 2019. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>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</p> | <p>1,2</p> |

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| <p>Subjects to review and develop the quality of teaching and feedback given to disadvantaged students to allow them to accelerate their progress.</p> <p>PP students are given priority in seating plans, feedback and questioning.</p> | <p>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.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | 1,2 |
| <p>Subjects given additional planning and development time during twilights and subject meetings to hone in on teaching and learning strategies to accelerate progress of their disadvantaged students.</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> | 1,2 |
| <p>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.</p> | | 1,2,3 |
| <p>Purchase of standardised diagnostic assessments to identify gaps in students learning in the absence of KS2 SATs tests..</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1,2 |
| <p>Subjects to review and evaluate systems in</p> | <p>According to the EEF toolkit ‘Individualised instruction can be an</p> | 1, 2 |

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| place to identify gaps in knowledge and skills particularly in year 7 with a view to adjusting the curriculum to address these challenges. | effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months' additional progress.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | |
|--|---|--|

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

Budgeted cost: £70000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>School led tutoring for targeted group of mainly disadvantaged students underachieving in English and maths. Students reviewed half termly.</p> <p>Hackney reading programme to accelerate progress and reading comprehension of an identified cohort of students.</p> <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>Employment of a graduate literacy TA and a TA with a maths specialism.</p> | <p>The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in 1 2 9 of 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.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</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>and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2 |

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| <p>Employment of increased maths and English staff to reduce class sizes.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concept in each subject: 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’. 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.’. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Peer tutoring from VI form students to targeted KS4 students to develop maths, English & science skills.</p> | <p>‘Peer tutoring approaches have been shown to have a positive impact on learning, with an 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)</p> | <p>1,2,3</p> |

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

Budgeted cost: £48000

| 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 to be done through the use of pastoral and tutor teams, along with student notices.</p> <p>Raise the profile of roles and responsibilities available in school through tutor teams and staff notices to encourage greater participation from disadvantaged students.</p> <p>Disadvantaged students prioritised for careers advice.</p> <p>Whole School Sports Coordinator prioritise the welfare of PP students in additional sports activities and team building sessions.</p> | <p>The EEF toolkit acknowledges that limited research is available on aspiration intervention's. 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> | 3,4,5 |
| <p>Closing the Gap meetings following reports 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 following closing the gap meetings.</p> <p>Emotional health and well-being prioritised for disadvantaged students by</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</p> | 5 |

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| the Equality & Diversity Lead. | gaps' Parental engagement EEF (educationendowmentfoundation.org.uk) | |
| Introduction of a behaviour intervention when a disadvantaged student has accrued several suspensions to ensure all support mechanisms and SEND avenues have been maximised | 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) | 4 |
| Contingency fund for acute issues. Purchase of school uniform for PP students. Purchase of revision guides for all year 10 PP students. Funding of music lessons for PP students. Funding of school trips to ensure PP students have the same opportunities as no PP students. Breakfast provided for pp students. | 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. | All |

Total budgeted cost: £125400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired Outcomes from previous pupil premium strategy:

1. 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 3%
Target = 2%.
2. 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 2018-2019 (15.5) Target = 10.
3. Improved reading skills of disadvantaged students and engagement in reading. Improvement in the outcomes of disadvantaged students, narrowing the gap from 2018-2019 (8 months) to 0.
4. 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 -0.673 to 0 or higher.

Outcomes:

1. Although overall attendance in 2020/21 was lower than in the preceding year at 93.1%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5.4% higher than their peers. Persistent absence for pupil premium students in the year 20/21 was 37% as opposed to non pupil premium students which was 29%. We have found that attendance was significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

It is important to note that these figures include absence from the Covid-19 outbreak in June 2021. As per GOV.UK guidance, confirmed positive cases (of which we had a significant number) are recorded as the student being absent

due to illness. However, students who were identified as direct close contacts and could not attend school are treated separately, and not counted within the standard absence rates. Figures up to May half term 2020/21 were significantly higher (overall attendance being 95.1% prior to the Covid-19 outbreak).

Impact of Covid-19 on attendance figures – guidance from GOV.UK

Historically, between 4% and 5% of school is missed due to absence during the Autumn term. In the year 2020/21, an additional 7% of sessions were recorded as not attending in circumstances related to coronavirus (COVID-19). This represents an additional 33 million days, or 5 days (one week) per pupil.

2. Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. In 2020/2021 the average behaviour points for PP students was 9.9 as opposed to non pupil premium students which was 2.7. 26% of PP students had over 9.9 behaviour points whilst 19% of non pupil premium students had over the average of 2.7.
The suspension rate in 2020/21 for non pupil premium students was 4.5% as opposed to 25% for pupil premium students. However, over 50% of these were accounted for by 5 students.
3. Students have taken part in the Hackney Literacy and Switch On schemes. Year 7,8 & 9 are taught in small classes for Hackney Literacy and 37% of these students are pupil premium.
4. There was no progress 8 score for 2021 as the grades given were teacher assessed. However, The targets set for progress 8 could not be measured as this figure wasn't published. As shown in the table below all attainment measures for pupil premium students showed an increase from 2019 which was the last set of exams sat by students. As a school, we did attempt to mitigate against a major drop in the achievement of students by prioritising disadvantaged students through increased parental contact, ensuring all had access to an online remote curriculum and had access to a laptop and internet, delivery of online lessons and a CPD programme to upskill staff in trying to deliver a high quality curriculum from home. We did, however, as evidenced in schools across the country, find that our disadvantaged students were adversely affected by the partial closure and consequently were unable to fully benefit from

our intended pupil premium strategy. This did lead to a continuation of the gap between PP and non PP students.

This details the impact that our pupil premium activity had on pupils in the 2019 to 2021 academic year.

| Performance Measures 2021 | PP Students (19) | Non PP Students (107) |
|--|----------------------------|------------------------------|
| Progress 8 | TAGs used instead of exams | |
| Attainment 8 | 44.7 | 57.7 |
| 9-7 English/Maths | 26.3 | 24.3 |
| 9-5 English/Maths | 52.6 | 71.0 |
| 9-4 English/Maths | 57.9 | 86.9 |
| Attendance | 87.7 | 94 |
| Students achieving Ebacc (Grade 5 & above) | 10.5 | 20.6 |

| Performance Measures | PP Students 2021 (19) | PP Students 2019 (24) |
|--|------------------------------|------------------------------|
| Progress 8 | TAGs used instead of exams | |
| | | -0.52 |
| Attainment 8 | 44.7 | 43.4 |
| 9-7 English/Maths | 26.3 | 16.7 |
| 9-5 English/Maths | 52.6 | 33.3 |
| 9-4 English/Maths | 57.9 | 50 |
| Attendance | 87.7 | 90 |
| Students achieving Ebacc (Grade 5 & above) | 10.5 | 8.3 |

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Below is a summary of the impact of last year's strategy:

- CPD programme allowed for sharing of good practice to help staff work towards recovering gaps in knowledge and skills to meet the needs of their pupils as well as deliver live lessons remotely during the school closure.
- Remote curriculum established to ensure it corresponded with schemes of work within each subject. Some of the remote curriculum was replaced with live lessons during the school closure during the spring term.
- Laptops and internet provided for students who needed it for remote learning. PP students have retained these to assist with work at home.
- Closing the gap meetings allowed the tracking of attendance and progress (including disadvantaged pupils). Impact was not fully realised due to school closure and therefore will remain a priority moving forward into this academic year.
- Covid measures meant that parents evening appointments were held virtually using an online system. This ensured levels of communication with parents and carers remained high. Communication with PP parents was prioritised.
- Priority of communication with PP students during closures for mental and academic well being.
- School uniform, revision guides, trips and music lessons funded for PP students.