



Pupil Premium Strategy 2019-2020

1. Summary Information					
School	The South Wolds Academy and Sixth Form				
Academic Year	2019 2020	Total PP budget	£98,175*	Date of most recent DP review	September 2019
Total students	832	Number of pupils eligible for DP	105 (13%)	Next internal review of this strategy	January 2020

*discounting additional LAC funding

	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]		Not yet available [0.04] [0.12]	
Attainment score average 2019 [2018] [2017]	43.35 [38.98] [39.23] (DP nat. 2018 = 35.00)		Not yet available [48.00] [47.08]	

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	Expected 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 3% (2018/2019) Target = 2%	
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 2018-2019 (15.5) Target = 10	
iii	Improved reading skills of disadvantaged students	Improvement in the outcomes of disadvantaged	

	and engagement in reading	students, narrowing the gap from 2018-2019 (8 months) to 0	
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 -0.673 to 0 or higher	

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 education for all							
	Desired outcome code	Strategy	Evidence and rationale for this choice	Evidence of impact	Staff lead	Expected Costs	Actual Costs
1		Middle leaders plan curricula that are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning	Disadvantaged pupils may lack home support in developing effective revision strategies – this can hamper their ability to demonstrate their achievements in exam situations	T+L Baseline November 2019 Whole school QA Feb 2020 Whole school QA June 2020 Subject QA 2019 2020 OfSTED December 2019	HJC	Nil	
2		Middle leaders plan curricula that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future employment	Disadvantaged pupils may have narrow experience of areas of work beyond their immediate home situation – increasing exposure to different careers helps to raise aspiration	Coherent careers plan implemented Training of in-house careers advisor QA of careers Feb 2020 Destinations information DPs	HFH	Nil	
3	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	Nil	

4	iv	Teachers plan high quality lessons for all - be proactive in giving specific feedback to DP students	Some students from disadvantaged backgrounds have less resilience due to reduced breadth of experience in home setting	T+L Baseline November 2019 Whole school QA Feb 2020 Whole school QA June 2020	HJC	Nil	
5	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 2019 Whole school QA Feb 2020 Whole school QA June 2020	HJC	Nil	
6	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 Whole school QA Feb 2020 Whole school QA June 2020	HJC	Nil	
7	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	Nil	
8	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	Nil	
9	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	£1100	
10	iii	Hackney Literacy Project – invest in scheme and introduce for lower ability DP students from 2019-2020 onwards	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	£900	
11	ii	Literacy - Embedding best practice in regard to literacy development across all subjects and year groups to support	Further improvements in literacy across the curriculum would accelerate learning of all students with DP students benefitting	Reading levels and engagement of students to increase, particularly in KS3. DP progress gaps across subjects are	ESS/HJC	Nil	

		learning and drive transference of student literacy skills across the curriculum	disproportionately due to home literacy deficit.	minimised, and continue to close.			
1 2	iv	ASPIRE agenda to be embedded and promoted across the school	QofE 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	£300	
1 3	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	Nil	

b) Targeted support

	Desired outcome	Strategy	Evidence and rationale for this choice	Evidence of impact	Staff lead	Expected Costs	Actual Costs
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	£55000	
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 in their public exams. Homework, secondary (+5 months)	Basics attainment gap to close, relative to last year's outcome.	HJC	£200	
3	ii	Build parental engagement - Staff to be proactive about contacting home to give the good messages	Parental engagement ranks very highly as a low cost, high impact strategy for helping disadvantaged	Improved parents evening attendance and other parent event attendance / cooperation	HJC	Nil	

		that make the tough stuff easier to hear if it is needed	students to succeed	with school			
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	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	£35000	
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	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	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	£850	
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 disadvantage calculator to improve self esteem	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	Nil	
10	ii	Boy's sport (running, bouldering, water sports) intervention – use sports opportunities to engage	Sport is a great motivator and can provide opportunities for personal development in soft and hard skills	Sports opportunities provided for all students according to level of interest, prior	PMS/PNL/HJ C	Nil	

		DP students and develop self-esteem as well as personal and thinking skills	for some students	engagement and disadvantage calculation			
1 1	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	Nil	
1 2	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	Nil	
1 3	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 2019 to be completed April 2020	HJC	£2800	
1 4	i,ii,iv	Year 6 transition – liaison with y6 teachers in feeder primary schools to establish prior levels of achievement and prevent academic dips in early years of secondary schooling	DP students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the academy	Progress of year seven DP cohort as seen in IA data matches non-DP. Positive feedback from parents at 'Meet the tutor evening' at the end of November.	HJC/MCS	Nil	

c) Other approaches

	Desired outcome code	Strategy	Evidence and rationale for this choice	Evidence of impact	Staff Lead	Expected Costs	Actual Costs
1	iv	Parents' Evenings – follow up phone calls made to ensure DP	Encouraging parents to come into school to hear feedback from subject	Increased attendance at parents' evenings for DP	KG/HJC	Nil	

		parent awareness of imminent parents' evenings – follow up phone calls if appointments not made – investigate feasibility of 'satellite information evenings'	teachers will increase parental engagement.	students; closing of the Parents' Evening attendance gap.			
2	ii, 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/CTM	£3000	
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	£500	
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	£1000	
5	iv	Exams - Bottles of water and buttered toast available for all students on day of exam	From previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams.	Students' feedback on preparedness for public exams.	DW/ Canteen Manager	Nil	
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	ZFH/ZMS	Nil	
					TOT	£100,650	£

