South Shore Academy

PUPIL PREMIUM STRATEGY STATEMENT

Approved by:	**N Kay**
Last reviewed on:	**1/9/2026**
Next Review due by:	**1/9/2027**

SOUTH SHORE ACADEMY: PUPIL PREMIUM STRATEGY STATEMENT

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 this academic year, and the effect of our evidence-informed strategy across South Shore Academy.

SCHOOL OVERVIEW

Detail	Data
School Name	South Shore Academy
Trust	Cidari Multi Academy Trust
Academic years covered by current PP strategy plan	2026 - 2029
Date this statement was published	September 2026
Date this statement was reviewed	Annually
Statement authorised by	Mr Kay (Headteacher)
Pupil Premium Lead	Miss Karen Lewis (Inclusion Lead)
Proportion of PP Pupils	Approx 60%
Governor / Trustee Lead	Mrs C Drabble

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£385,000.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£385,000.00

PART A: PUPIL PREMIUM STRATEGY PLAN

School Vision

At South Shore Academy, our vision is to cultivate an exceptional learning environment where **Ambition**, **Purpose**, and **Achievement** are not just aspirations, but the very foundations of every student's journey. Through our powerful **Team SSA** ethos, we empower our students to support one another, celebrate collective successes, and grow together, creating the foundations for future greatness.

Statement of Intent

At South Shore Academy, we spend the pupil premium as part of our whole-school teaching, learning, and character strategy. We draw on research evidence (such as the EEF Pupil Premium Guidance) to allocate funding to activities that maximise achievement, build resilience, and dismantle socio-economic barriers.

South Shore Academy is a school on a rapid upward trajectory. Over the past two years, GCSE outcomes have improved significantly (English & Maths Grade 4+ rising from 20% to 45%; Grade 5+ rising from 9% to 25%; Attainment 8 rising from 22.8 to 34.2), earning recognition from Blackpool Council as the most improved school across multiple measures. We never confuse eligibility for Pupil Premium with low prior attainment; our focus is on supporting every disadvantaged pupil to reach the highest levels of academic and personal success.

Our Pupil Premium spend is divided into three priority areas aligned with DfE and EEF guidance:

1. **High-Quality Teaching for All:** We invest heavily in teacher expertise, explicit instruction, and research-informed practice. We develop talent through continuous coaching (StepLab), protected Intellectual Preparation (IP) time, and structured subject curriculum booklets that ensure seamless, ambitious delivery across all classrooms.

2. **Targeted Academic Interventions:** We identify gaps in literacy, reading, and numeracy as soon as pupils enter Year 7. Through Direct Instruction, Reading Plus, and small-group core subject tuition, we ensure all pupils build the foundational fluency required to access our broad, knowledge-rich curriculum.

3. **Minimising Barriers via Pastoral & Cultural Capital Support:** We deploy dedicated non-teaching Pupil Support Workers, Attendance Officers, and behavior mentors to maintain strict routines, de-escalate self-regulation challenges, and ensure high attendance. Subsidies for uniform, equipment, revision materials, and enrichment guarantee that financial hardship never limits a child's participation or ambition.

CHALLENGES

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

Challenge Number	Detail of Challenge
1	Lower Prior Attainment & Academic Gaps: Key Stage 2 entry data highlights significant gaps in foundational knowledge across core subjects, requiring explicit, structured catch-up strategies to secure Key Stage 3 readiness.
2	Reading & Numeracy Fluency: Assessments confirm a proportion of disadvantaged pupils arrive with underdeveloped reading comprehension and mathematical fluency, requiring rapid intervention via Direct Instruction and Reading Plus.
3	Attendance & Persistent Absence: While attendance systems have strengthened, an internal gap remains between disadvantaged pupils and their non-disadvantaged peers. Tackling persistent absence and driving all cohorts toward our 97% attendance expectation is an ongoing priority.
4	Raising Aspiration & Cultural Capital: Pupils with limited exposure to higher education or professional sectors require structured encounters with universities, colleges, and employers to broaden horizons and foster long-term career ambition.
5	Social, Emotional & Mental Health Needs: Increased referrals for anxiety, self-regulation, and emotional wellbeing require dedicated, on-site non-teaching pastoral support and targeted mental health interventions.
6	Socio-Economic & Financial Pressures: Cost-of-living challenges impact family resources, necessitating direct school support for uniform, learning equipment, revision materials, and subsidised curriculum visits.

INTENDED OUTCOMES

Intended Outcome	Success Criteria
Accelerate attainment and progress scores among disadvantaged pupils	Sustain the upward trajectory in GCSE outcomes, increasing English & Maths Grade 4+ and 5+ pass rates and driving Progress 8 scores into positive territory.
Eradicate literacy and numeracy gaps across KS3	100% of Key Stage 3 pupils achieve chronological reading age and core numeracy fluency through Reading Plus and Direct Instruction.
Attain excellent attendance and reduce persistent absence	Whole-school attendance reaching toward the 97% target, with persistent absence among FSM6 pupils significantly reduced below 15%.
Foster positive wellbeing and strong behaviour routines	Reduction in behavioural incidents related to self-regulation, zero permanent exclusions, and high levels of pupil wellbeing demonstrated in student voice surveys.
Ensure full access to a rich curriculum and post-16 guidance	100% of disadvantaged pupils engage in enrichment programmes, attend college/university taster days, and secure positive post-16 destinations.

ACTIVITY IN THIS ACADEMIC YEAR

1. Teaching (CPD, Recruitment and Retention)

Budgeted Cost: £185,000

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Implementation of StepLab instructional coaching, regular lesson observations, and weekly whole-school CPD focused on high-expectation routines and explicit teaching.	The EEF emphasizes that high-quality teaching is the most powerful lever in improving outcomes for disadvantaged pupils. Structured coaching builds pedagogical consistency.	1, 2, 4
Timetabled protected Intellectual Preparation (IP) sessions and development of structured subject curriculum booklets across all departments.	Clear, sequential curriculum booklets reduce cognitive load, promote cumulative retention, and eliminate low-level disruption.	1, 2
Deployment of specialist literacy staff to lead Direct Instruction and Reading Plus across Key Stage 3.	EEF Toolkit: Reading comprehension strategies deliver +6 months additional progress on average.	1, 2

2. Targeted Academic Support (Tutoring, One-to-One, Structured Interventions)

Budgeted Cost: £100,000

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Small-group academic tuition and after-school intervention clinics in English, Mathematics, and Science for Key Stage 4 pupils.	EEF Toolkit: Small group tuition demonstrates high impact (+4 months) when targeted at specific knowledge gaps.	1, 2
Targeted Key Stage 3 numeracy clinics focusing on basic arithmetic, fractions, and algebraic fluency.	Early mastery of core mathematical fluency accelerates progress in higher-level Key Stage 4 topics.	1, 2
Provision of free revision guides, digital learning subscriptions, and essential learning equipment for all Pupil Premium pupils.	Removes practical financial barriers to home study, homework completion, and independent revision.	1, 4, 6

3. Wider Strategies (Attendance, Behaviour, Wellbeing & Enrichment)

Budgeted Cost: £100,000

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Employment of dedicated non-teaching Pupil Support Workers and Attendance Officers to execute daily attendance calls and pastoral triage.	DfE Attendance Framework highlights immediate, daily contact and dedicated pastoral relationships as critical to reducing persistent absence.	3, 5
Behaviour and self-regulation mentoring programmes to support vulnerable pupils and prevent de-escalation into suspensions.	EEF Toolkit: Behavioural interventions produce targeted improvement in academic engagement and classroom focus.	5, 6
Subsidised uniform support (including pre-loved options), equipment packs, and financial assistance for educational visits and college taster days.	Ensures social equity, protects student dignity, and eliminates financial barriers to full participation in school life.	4, 6

Total Budgeted Expenditure: £385,000.00

PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

Outcomes for Disadvantaged Pupils

Over the past academic cycle, South Shore Academy has demonstrated rapid, sustained improvement across key academic and pastoral metrics:

- **Academic Progress:** GCSE outcomes have improved significantly over two consecutive years, with English & Maths Grade 4+ rising to 45% and Grade 5+ reaching 25%. Attainment 8 scores improved dramatically to 34.2, confirming South Shore Academy as Blackpool's most improved school across multiple measures.

- **Attendance & Pastoral Care:** The deployment of non-teaching Pupil Support Workers ensured direct daily contact with families, successfully de-escalating attendance barriers and reducing persistent absence across disadvantaged cohorts.

- **Behaviour & Culture:** The embedding of strict routines, morning meetings, and silent transitions created calm, purposeful learning environments, significantly reducing low-level disruption and fostering high standards of pupil engagement.

Externally Provided Programmes

Programme	Provider
Reading Plus	Daisy Education / Reading Plus
Direct Instruction	NIFDI
Unifrog	Unifrog

Further Information & Core Offer

Our Pupil Premium strategy is supplemented by whole-school activity within our 'core offer' that disproportionately benefits our most disadvantaged pupils:

- **Calm, Purposeful Classrooms:** We insist on high expectations, clear routines, and respectful conduct so that teachers can teach and pupils can learn without interruption.

- **Structured After-School Support:** Compulsory homework sessions and daily intervention clinics provide quiet study spaces, technology, and staff expertise for pupils who may lack facilities at home.

- **Rich Cultural Capital & Futures Provision:** All Key Stage 3 pupils engage in broad subject offerings and enrichment, while Key Stage 4 pupils receive impartial careers guidance, college visits, and university encounters through our Futures team.