

Academic Year 2022-2023		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
To improve the rates of progress for pupils eligible for pupil premium in KS3 and KS4.	- To overstaff Science and Humanities to facilitate a wider setting range. - Further development of register and read utilising Reciprocal Reading strategies. - Targeted CPD Reading, Vocabulary instruction, Subject specific Literacy. - Introduction of study skills. - Ipads and laptops. - Improved access to enrichment opportunities to support learning and personal development.	GCSE data shows that the gaps in attainment between pupil premium and non-pupil premium are narrowing in English, RE, PE, Business, Child Development, Health and social care and Travel and Tourism. All subjects across the Academy are implementing a new curriculum where reading and development of literacy are driving forces. All staff have been trained on reciprocal reading strategies and quality assurance activities show evidence of this taking place across different subjects. <u>Improved access to enrichment opportunities.</u> Student voice reflects that students are having positive enrichment opportunities at SSA which are contributing to their personal development. A wide variety of enrichment activities are available for students at South Shore. These range from Sports Club, Performing Arts Club, Choir, ICT Club, Art Club, Library activities, LGBTQ+ Group. In student surveys we have found that pupil premium students are engaging in extra-curricular activities. An example of this is 58% of this year's student council are Pupil Premium Students. 45% of students who took part in the D of E Award were Pupil Premium. Student Voice conducted by the Chair of Governors reflected this. "After school clubs - there are many options. I go to Art Club. I might start going to Performing Arts Club because I'm going to an audition for the school production. There's a Monday lunchtime LGBTQ+ club for everyone who is part of the community, where people can feel safe. Everyone can just be themselves. They know they have a safe place to talk and chat and maybe find a friend." " There's just so much going on. I wish I could do more, but I only have Thursdays free which is when staff have meetings." " I'm involved in both Duke of Edinburgh and the Student Council. DoE is fun. I think that will be useful. It shows accomplishment." Over the last year we have begun to implement Personal Development Days. The purpose of this has been to widen of student's enrichment opportunities. We held a very successful diversity day where students experienced dance, sports, food, arts, and culture from around the world. They students also met visitors from 5 different faith communities.

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To improve basic literacy skills for pupils eligible for pupil premium in Y7-9	Targeted interventions delivered by HLTAs Implement an expanded curriculum in KS3 to include focused reciprocal reading teaching sessions.	• Progress in reading from Autumn 2021 to Summer 2023 has been positive, on average PP pupils made +1.6 SAS point progress (Blackpool literacy project average with targeted intervention is +1.4) • The breakdown of year groups shows results for years 7-10 being well above average. • +9 SAS for Y7, • +3.6 SAS for Y8, • +2.7 for Y9 • +2.3 SAS Y10 • All subjects across the Academy are implementing a new curriculum where reading and development of literacy are driving forces. All staff have been trained on reciprocal reading strategies and quality assurance activities show evidence of this taking place across different subjects.
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To raise attendance of disadvantaged pupils and reduce PA	• Attendance Officer and additional PWO days. • Pastoral staff to coordinate targeted support and interventions for pupil premium students. • Rewards for attendance and publicity relating to the importance of attendance to students and parents/carers. • Uniform and equipment supply for pupil premium students. • Employment of an independent career's advisor for CEIAG appointments and bespoke mentoring of students.	There have been some improvements in attendance for pupil premium students. Year 7 pupil premium attendance has improved compared to last year. Year 11 pupil premium attendance has improved by 2% Data for Pupil Premium students who are classed as PA has improved in years 8,9,10. This is 25 students less than the previous year. As part of the SSA steps to success rewards system students receive points for good attendance. There is a weekly form time attendance competition and students are rewarded in assemblies for 100% attendance, improved attendance, and best form attendance. Barriers to learning have been removed for our students as every student is provided with the ingredients and equipment they need for practical and creative subjects. The impact has been increased participation in these subjects for all students. Student voice shows the impact of uniform being provided to students who need it. “ There is a storeroom for students who don't have the uniform for the day. Teachers will give them uniform they need or there's a bunch of equipment they might need. They allow you to keep the blazer for as long as you need.” Student voice gives evidence that they are receiving better careers guidance. Students are now engaging in exploring career opportunities through working with a range of local businesses. Students also receive a one-to-one careers interview. South Shore Academy is one of only 35 schools in the North West to be meeting all of the Gatsby benchmarks. Colleges visit students at school, and we have run trips to colleges and local universities. “I like the visitors we get that come into the school, such as from colleges, getting to hear things from the actual people about their colleges.” “I want to go into the medical field. Maybe a forensic scientist. I know what I need to do. I know the grades that I need. I will find out more along the way. I will need to go to Blackpool Sixth Form. They do Criminology.”
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SEMH issues for identified groups of pupil premium students are further addressed.	• Dedicated key workers • Appropriate provision manager • Nurture • 6 weekly intervention programmes that link to Wave 2 and 3 of the SEN Code of Practice. • Therapeutic support for nurture students such as Equine Therapy. • Appropriate courses for nurture students such as Chefs Academy. • Counselling support • NHS Support • Mental Health Lead • PSHE	All students who were previously in nurture provisions now access mainstream lessons. Students from all classes are members of the South Shore Academy Student Council and are actively participating in regular student voice activities. Student voice shows positive student attitudes towards PSHE and the importance of knowing how to stay safe. In a recent survey over 300 students from across all year groups were interviewed. These were the headline figures: • 91% of students said they know who they safeguarding team are. • 96% of students know how to spot the signs of bullying and cyberbullying and know where and how to report it. • 94% of students know what is meant by child-on-child abuse, can name different types, and know where to report it. • 94% of students know how to spot an unhealthy relationship. • 97% of students know what their mental health is and where to get help and support if needed. • 92% of students understand what is meant by sexual harassment and where to get support. • 94% of students can name places to access help and support if needed when they are not at the Academy. • 91% of Students say SSA always teaches us about special awareness days such as world mental health day, Black History month, holocaust Memorial Day, internet safety day etc in PSHE and Assemblies. “We have a lot of PSHE lessons to spread awareness through the school and so we know how to stay safe.” “At the end of every PSHE lesson we do presentations on the board about the topic. At the end of every single one it shows you where you can get help. It shows every single teacher that is employed to do this. To help kids with problems that they've got.” “In assemblies and PSHE they have taught me how to spot signs of bullying in friends so I can look out for them and taught me places to go to and talk if I do have any worries.”
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