

South Shore Academy Pupil premium strategy statement



1. Summary information					
School	South Shore Academy				
Academic Year	2023/24	Total PP budget	£518,389.40	Date of most recent PP Review	October 2023
Total number of pupils	727	Number of pupils eligible for PP	67% 484 pupils	Date for next internal review of this strategy	October 2024

2. Barriers to future attainment (for pupils eligible for PP)			
Barriers			
A	Pupil premium pupils across the academy making less progress than non-pupil premium.		
B	Literacy skills on entry are low for many students which slows progress across the curriculum and remain lower in KS3 than required for the new GCSE curriculum		
C	Attendance of the pupil premium students is lower than their none-pupil premium peers.		
D	A high % of disadvantaged students experience social, emotional and mental health issues affecting their behaviour and attendance, impacting negatively on progress.		
3. Key Objectives			
A	To improve the rates of progress for pupils eligible for pupil premium in KS3 and KS4.	Gap narrowed significantly between the academy's pupil premium students and national non pupil premium students by the end of KS4 in Maths, English and Ebaac subjects and in overall progress 8 scores.	Budgeted Cost: £174,113.69
B	To improve basic literacy skills for pupils eligible for pupil premium in Y7-9	Pupil premium pupils make rapid progress by the end of the key stage enabling them to access GCSE curriculum. Year on year reduction of stanine 1 and 2.	Budgeted Cost: £121,575.00
C	To raise attendance of disadvantaged pupils and reduce PA	Attendance gap narrowed significantly between pupil premium and non pupil premium students.	Budgeted Cost: £355,667.00
D	SEMH issues for identified groups of pupil premium students are further addressed.	The development of pathways to support pupil premium students with significant challenging behaviours and high levels of emotional needs enabling all pupil to make the necessary progress to attain well.	Budgeted Cost: £711,246.00

Key Objective	Intervention	Rationale	Success Criteria	Led by
A: To improve the rates of progress for pupils eligible for pupil premium in KS3 and KS4.	Overstaffed in a wide range of subjects to facilitate a wider setting range and support the needs of all students.	More personalised support for students with higher levels of need.	Improved outcomes in Science and Humanities at key stage 3 and key stage 4 enabling students to access other subjects successfully.	RW
	Further development of register and read utilising Reciprocal Reading strategies.	EFF KS3 project evidences significant improvements using this approach. “ Reading comprehension strategies are high impact on average (+6 months)”	Improved reading scores evidenced on GL assessments and end of KS4 outcomes.	EG , BP
	Targeted CPD Instructional Coaching-Steplab. Reading Vocabulary instruction Subject specific Literacy	All research shows that the most important factor affects the outcomes of pupils is the quality of teaching that they receive. This is true for all students but particularly true for students from disadvantaged background. A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers.	Increased use of these pedagogies in observed lessons/seen in work scrutiny leading to improved outcomes.	EG, BP MLL
	Introduction of study	Many students struggle to	Strong study habits embedded to enhance students’	PN

	skills	organise themselves.	organisation and revision strategies.	EG
	Tutoring	The EEF toolkit evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	Analysis of data at each data capture.	JM
	Laptops, ipads, headsets and other additional digital technology.	EEF Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Analysis of data at each data capture. Student voice to assess the impact of using the new technology in lessons. Engagement in lessons observed in lesson observations	RW PN EG MLL
	Improved access to enrichment opportunities to support learning and personal development.	A range of extracurricular opportunities at lunchtimes and after school. College/employer visits, work experience, workshops, one to one instrumental lessons, external speakers, external visits and trips, residential visits. Implementation of Personal Development Days to further support enrichment opportunities. Further social and emotional learning through digital technology, one-to one support,	Improved attendance and outcomes for all students. Student voice shows the impact of enrichment activities and opportunities offered.	SC MLL

		sport and music. EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); Arts participation (+3 months) Peer tutoring (+6 months)		
B: To improve basic literacy skills for pupils eligible for pupil premium in Y7-9	Targeted interventions delivered by HLTAs.	EEF Teaching and Learning Toolkit research: small group tuition (+4 months). EEF research also states: "The average impact of reading comprehension strategies is an additional six months' progress over the course of a year." Internal data demonstrates the impact of Lexonic and Lexonic leap interventions.	Students' standard age score in reading increases in line with national average. There are fewer students in stanine 1, 2 and 3. An increased number of students achieve the higher stanines for reading.	EG BP SENDco EPE
	Implement an expanded curriculum in KS3 to include focused reciprocal reading teaching sessions.	EFF KS3 project evidences significant improvements using this approach.		
C. To raise attendance of disadvantaged pupils	Attendance Officers and additional PWO days.	PP students are 3 times more likely to become PA than their peers and 3 times more likely to	Students, parents and carers have improved attitudes to learning and recognise the critical importance in	AP

and reduce PA		receive two or more fixed term exclusions across the year. Home visits improve outcomes in attendance.	the attendance to school.	
	Five Pastoral staff and Heads of year 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.	Pastoral staff and Heads of Year have holistic awareness of pupil premium students' attainment and pastoral needs.		AP DM
	Uniform and equipment supply for pupil premium students.	Barriers to learning significantly reduce to ensure equality of success to learning. Experience of the school demonstrates students appreciate the breakfast and it provides a positive focal point at the start of the day.	Barriers removed resulting in increased attendance.	RW PN AP

	Employment of an independent careers advisor for CEIAG appointments and bespoke mentoring of students.	Careers education is crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. EEF	Increased number of students attending more aspirant courses / training, No NEET students in 2024.	SC JM
D. SEMH issues for identified groups of pupil premium students are further addressed.	Dedicated Key Workers. (4) Appropriate Provision Manager.	EEF Teaching and Learning Toolkit: Behaviour interventions +3 months.	In school support to provide stability, advice and strategies for vulnerable students often with severely dysfunctional lives.	AP DMU
	Access group and SEND Students 6 weekly intervention programmes that link to Wave 2 and 3 of the SEN Code of Practice. 11 TA's Therapeutic support for SEND students such as Equine Therapy. Appropriate courses for nurture students e.g., Chefs Academy.	EEF Teaching and Learning Toolkit research: small group tuition (+4 months). EEF Teaching and Learning Toolkit research: "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."	SEN disadvantaged pupils to make progress in line with national from their starting point in Year 7.	PN / EG / EPE EPE

	Counselling support Mental Health lead PSHE	EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months).	In school support to provides stability, advice, guidance and strategies for vulnerable students often with severely dysfunctional lives.	AP SC
Total Spend: £1,362,601.69				

