

Pupil premium strategy statement

School overview

Metric	Data
School name	The Axholme Academy
Pupils in school	561
Proportion of disadvantaged pupils	26.4%
Pupil premium allocation this academic year	£115 000
Academic year or years covered by statement	2019/20
Publish date	November 2019
Review date	October 2020
Statement authorised by	Damien Keogh
Pupil premium lead	Ben Creasy
Governor lead	Scott Spence-Hill

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.218
Ebacc entry	20%
Attainment 8	40.9
Percentage of Grade 5+ in English and maths	35%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.1	Sept 2020
Attainment 8	Above the national average for all students. Score enabling P8 target to be achieved.	Sept 2020
Percentage of Grade 5+ in English and maths	32% (top 20% of schools nationally)	Sept 2020
Percentage of Grade 4+ in English and maths	64% (top 5% of schools nationally)	Sept 2020
Attendance	Disadvantaged group attendance equal to attendance of other students group	Sept 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment, retention and professional development in English, Maths and Science departments.
Priority 2	Provide disadvantaged students with access to materials, resources and mindset to help improve their academic progress.
Priority 3	Whole staff CPD programme to embed Rosenshine's Principles of Instruction across the academy.
Barriers to learning these priorities address	Retention of high quality of teachers in key subject areas. Remove financial and aspirational barriers which would otherwise hold disadvantaged students back. Whole school approach to evidence based best practice in Teaching & Learning.
Projected spending	£45 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide targeted support to improve the engagement of students with low Behaviour for Learning and Progress scores.
Priority 2	Provide targeted support to improve the study skills of students with good Behaviour for Learning and low Progress scores.
Priority 3	Run breakfast club for Y10 and Y11 students prior to and during formal exam series.
Priority 4	Provide transport, refreshments and snacks during Period 6 after school tuition.
Priority 5	Staff Y11 Core Enrichment lessons with English, Maths and Science teachers to provide small group tuition.
Barriers to learning these priorities address	Improve engagement with learning and help disadvantaged students to close gaps in knowledge, skills and understanding.
Projected spending	£45 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Create inclusion budget enabling Pastoral and Inclusion team to provide personalised support for vulnerable students.
Priority 2	Employ an Inclusion Coordinator to support disengaged students and improve levels of engagement.
Priority 3	Provide wider curriculum opportunities to develop disadvantaged students' cultural capital.
Priority 4	Improve communication with parents and students using SIMS apps.

Barriers to learning these priorities address	Remove emotional health & wellbeing barriers which would otherwise hold disadvantaged students back. Allow disadvantaged students to have a range of cultural experiences that they otherwise wouldn't engage with. Help parents and carers support the academy through highly effective home-school communication.
Projected spending	£25 000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Retaining high quality teachers in core subjects. Ensuring that CPD is effectively delivered and embedded to have sustained impact on student outcomes.	Maintain effective succession planning procedures and provide opportunities for staff to take on additional responsibilities. Deliver a series of themed twilight INSET sessions to introduce Rosenshine's Principles of Instruction. Sessions to end with clear implementation and monitoring plans,
Targeted support	Ensure that disadvantaged students fully engage with small group tuition.	Coordinate and communicate small group tuition effectively and treat non-attendance as truancy.
Wider strategies	Providing targeted interventions that address individual needs.	Use Team Around the Child (TAC) process to provide a collaborative approach to planning and evaluating impact.

Review: last year's aims and outcomes

Aim	Outcome
Maintain closed progress gap between disadvantaged and other students	Achieved
Disadvantaged students make national average progress	Achieved relative to disadvantaged students nationally Not achieved relative to other students nationally
Overall P8 score 0.1 or above	Achieved by students in school during Y11 Not achieved by full disadvantaged cohort (inc. 2 students accessing off site provision)
37% 5-9 in English & Maths	39% - achieved by students in school during Y11 35% - not achieved if including 2 students accessing off site provision