

Pupil premium strategy statement

School overview

| Metric | Data |
|---|---------------------|
| School name | The Axholme Academy |
| Pupils in school | 561 |
| Proportion of disadvantaged pupils | 29.4% |
| Pupil premium allocation this academic year | TBC |
| Academic year or years covered by statement | 2020/21 |
| Publish date | November 2020 |
| Review date | October 2021 |
| Statement authorised by | Damien Keogh |
| Pupil premium lead | Ben Creasy |
| Governor lead | Scott Spence-Hill |

Disadvantaged pupil performance overview for last academic year

| Measure | Target | Actual |
|---|--------|--------|
| Progress 8 | 0.1 | |
| Percentage of Grade 4+ in English and maths | 32% | 27% |
| Percentage of Grade 5+ in English and maths | 64% | 60% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|--|-------------|
| Progress 8 | 0.1 | Sept 2021 |
| Attainment 8 | Above the national average for all students. Score enabling P8 target to be achieved. | Sept 2021 |
| Percentage of Grade 5+ in English and maths | 37% (top 20% of schools nationally) | Sept 2021 |
| Percentage of Grade 4+ in English and maths | 59% (top 20% of schools nationally) | Sept 2021 |
| Attendance | Disadvantaged group attendance equal to attendance of other students group | Sept 2021 |

Teaching priorities for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Recruitment, retention and professional development in English, Maths and Science departments. Provide leadership capacity in core subjects to effectively plan and deliver high impact strategies across all year groups. |
| Priority 2 | Provide disadvantaged students with access to materials and resources to help improve their academic progress (learning equipment and revision guides, including ICT access if working remotely for a sustained period of time) |
| Priority 3 | Whole staff CPD programme to embed Rosenshine's Principles of Instruction and independent learning strategies across the academy (including sharing best practice when applying principles to blended and remote delivery models). |
| Barriers to learning these priorities address | Retention of high quality of teachers in key subject areas. Leadership capacity to monitor and evaluate impact of high impact strategies. Access to resources and technology which would otherwise hold disadvantaged students back, particularly when working remotely for a sustained period of time. Consistent and high impact use of evidence based Teaching & Learning best practice. Best practice has evolved during the Covid-19 pandemic, therefore, methods of sharing best practice in terms of our use of technology and Covid-secure teaching strategies are key. |
| Projected spend | £20 000 |

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. Intervention packages will be delivered for students residing in the 'Engage' quadrant to improve behaviour for learning and literacy levels. |
| Priority 2 | Provide targeted support to improve the study skills of students with good Behaviour for Learning and low Progress scores. Study and revision skills support are targeted towards students residing in the 'Support' quadrant. |
| 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. |
| Priority 6 | Develop a literacy strategy and resource area to provide first class literacy support. |
| Priority 7 | Instil a sense of progression as students transition from KS3 and KS4. Introduce an Independent Learner Licence to develop students aspirations, ambitions and sense of achievement mid-way through our 5 year learning journey. |

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| Barriers to learning these priorities address | Improve engagement with learning and intrinsic motivation to help disadvantaged students close gaps in knowledge, skills and understanding to become more effective learners. |
| Projected spend | £50 000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Employ an Inclusion Coordinator to support disengaged students and improve levels of engagement. |
| Priority 2 | Provide wider curriculum opportunities to develop disadvantaged students' cultural capital. |
| Priority 3 | Improve communication with parents and students using SIMS and Google apps suites. |
| Priority 4 | Develop a wider curriculum PLEDGE outlining our commitment to extra-curricular experiences and opportunities for all students. Monitor engagement with key milestones and direct funding to allow all students to experience PLEDGE activities during each phase of our 5 year learning journey. |
| Barriers to learning these priorities address | Allow disadvantaged students to have a range of cultural experiences that they otherwise wouldn't engage with. Help parents and carers engage with the academy through highly effective home-school communication. |
| Projected spend | £45 000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Retaining high quality teachers in core subjects. Ensuring that CPD is effectively delivered, embedded and has sustained impact on student outcomes. Maintain capacity to monitor, evaluate and ensure strategies have intended impact | 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, share and embed effective teaching and learning strategies. Have clear role descriptions for leadership at all levels. |
| 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. Provide transport at key times to ensure that access doesn't become a barrier to learning. Evaluate the use of remote teaching to deliver interventions for students unable to attend period 6 lessons. |

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| Wider strategies | <p>Providing targeted interventions that address individual needs.</p> <p>Maintain capacity to develop and deliver a strategic plan for literacy and wider curriculum strategies.</p> | <p>Use Team Around the Child (TAC) approach to provide a collaborative approach to planning and evaluating impact.</p> <p>Involve the Extended Leadership Team in the planning and delivery of key strategies.</p> |
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Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Maintain closed progress gap between disadvantaged and other students | Progress 8 figures have not been calculated due to the change in exams arrangements in response to the Covid-19 pandemic. |
| Disadvantaged students make national average progress | |
| Overall P8 score 0.1 or above | |
| 37% 5-9 in English & Maths | 27% |