

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Axholme Academy
Number of pupils in school	552
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D Keogh (Principal)
Pupil premium lead	B Creasy (Vice Principal)
Governor / Trustee lead	S Spence-Hill (PP link governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115 000
Recovery premium funding allocation this academic year	£ 3 420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 118 420

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all students, irrespective of their background and individual needs, to make strong progress as they move through our broad and ambitious '5 year learning journey' curriculum. Our curriculum is designed to ensure that all learners are equipped with the knowledge and skills they need to succeed in education and life. Our curricular pillars underpin our implementation by ensuring that students are:

- Ready to learn in disruption free classrooms
- Able to learn from quality first teaching and make their learning stick
- Ambitious, aware, responsible, thoughtful and involved members of the academy community

High quality first teaching is at the heart of our school improvement journey and Pupil Premium strategy. We use a range of evidence based approaches to shape our Teaching and Learning strategies, including:

- Rosenshine's Principles of Instruction
- Cognitive Load Theory
- Metacognition and self-regulation
- Experiential Learning
- Retrieval Practice
- Spaced Learning
- Feedback

We recognise that disadvantaged students benefit disproportionately from high quality teaching, we therefore use strategies to secure the highest quality teaching and enable all learners to get the most from every learning opportunity.

When students do not engage fully with their learning or are at risk of underachievement, we use personalised interventions and support to remove individual barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1	The proportion of disadvantaged students attaining standard and strong passes in both English and Mathematics is lower than other students.

	In 2021 23% of disadvantaged and 49% other students attained grade 5+ in Eng & Ma. The figures for 4+ in Eng & Ma were 35% and 63%. This attainment gap increased due to Covid restrictions, lower engagement levels of disadvantaged students whilst teaching remotely and lower attendance rates since returning to school.
2	Disadvantaged students typically show lower levels of engagement during lessons and with independent learning outside of the classroom.  This was particularly evident during lockdown when our daily tracking demonstrated significantly lower levels of engagement when learning remotely. Since returning to school, our tracking shows that disadvantaged students are less likely to revisit their learning at home, with the gap widening as students move into Key Stage 4.
3	The proportion of disadvantaged students accessing the full suite of English Baccalaureate and Triple Science qualifications is significantly lower than other students.  31% of disadvantaged and 53% of other Y11 students are studying all EBacc subjects. 14% of disadvantaged and 24% of other Y11 students are studying separate sciences.
4	Disadvantaged students typically have lower literacy levels than other students.  This nationally recognised issue is supported by our observations and data in school. Traditionally our KS2 SATS data shows that disadvantaged students have lower reading levels, an issue that persists in our internal tracking. Disadvantaged students perform less well in Access & Vernon tests and Year 7 disadvantaged students (2021/22) performed worse on each CAT element including verbal and non-verbal reasoning.
5	Disadvantaged students are less likely to be Ready to Learn.  This is demonstrated by lower RtL grades across most year groups and disadvantaged students being more likely to be removed from lessons due to disrupting the learning of other students.
6	Disadvantaged students are less likely to receive funded tuition at home, attend clubs or have the opportunity to gain experiences that develop the cultural capital needed to compete with their peers locally and nationally.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
------------------	------------------

<p>Improved outcomes in the proportion of disadvantaged students achieving standard and strong passes in GCSE English and Maths.</p>	<p>By the end of the 2021/22 academic year, achieve our FFT20 estimates of:</p> <ul style="list-style-type: none"> <li>● 5-9 in En &amp; Ma PP: 36%</li> <li>● 4-9 in En &amp; Ma PP: 60%</li> </ul> <p>By the end of this three year plan, our targets will be to sustain improved outcomes by exceeding FFT20 and towards FFT5 estimates.</p>
<p>To have fully embedded our Independent Learning Journey across the curriculum resulting in all students being Key Stage 4 ready before beginning their GCSE qualifications.</p>	<p>AtL tracking shows a high proportion of students engage fully with their learning at home, evidenced by AtL grades.</p> <p>AtL tracking shows the gap between PP and other students has closed in all year groups.</p>
<p>GCSE entries show an increase in the proportion of disadvantaged students being entered for the English Baccalaureate and Separate Sciences.</p>	<p>50% of disadvantaged students are entered for the English Baccalaureate.</p> <p>33% of disadvantaged students are entered for all three separate science qualifications.</p>
<p>Literacy early interventions demonstrate impact and enable a higher proportion of disadvantaged students to access the curriculum and secure strong outcomes.</p>	<p>Tracking of literacy levels demonstrates strong and sustained impact.</p> <p>100% of students identified as having low literacy levels receive personalised literacy support.</p> <p>By the end of the 2021/22 academic year all key performance indicators demonstrate that the performance gap between our disadvantaged students and similar students nationally has closed.</p> <p>By the end of this three year plan, disadvantaged cohorts consistently achieve our agreed aspirational targets.</p>
<p>A significant reduction in the proportion of disadvantaged students' persistent absenteeism and removal from lessons. When this does happen, students are able to maintain good progress and continuity of learning.</p>	<p>RtL tracking shows the gap between PP and other students has closed in all year groups.</p> <p>Tracking shows that disadvantaged students are not being further disadvantaged by their poor behaviour choices of the poor choices of others.</p> <p>Disadvantaged students' attendance is improving and above the national average.</p>
<p>The academy's wider curriculum pledge and academic support have high levels of uptake and demonstrate impact on students' engagement and cultural capital.</p>	<p>100% of disadvantaged students have engaged with all aspects of the academy's wider curriculum pledge.</p> <p>Student case studies demonstrate that timely and impactful interventions are put in place when students don't reach key pledge milestones.</p> <p>Period 6 tracking demonstrates improved and consistently high participation rates.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33 420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit and retain 2nd in departments in English, Maths and Science.</i>	<p>Provide leadership capacity in core subjects to effectively plan and deliver high impact strategies across all year groups.</p> <p>High quality teaching for all (DfE Supporting the attainment of disadvantaged pupils) outlines how quality first teaching has a disproportionately positive impact on the outcomes of disadvantaged students.</p>	1, 3, 4
<i>Recruit and retain teaching staff in core areas to deliver KS3 literacy lessons and additional staffing to provide small group teaching during Core Enrichment lessons.</i>	<p>Provide capacity to deliver our ambitious curriculum with a focus on a strong academic core (including Literacy being taught by subject specialist teachers and Y11 Core Enrichment lessons providing students with personalised teaching and support).</p> <p>EEF toolkit concludes that small group tuition has a moderate impact for low cost based on moderate evidence.</p> <p>EEF toolkit concludes that reading comprehension strategies have a very high impact for very low cost based on extensive evidence.</p>	1, 3, 4
<i>Fully engage with the Northern Lincolnshire Education Consortium to shape collaborative priorities and plans.</i>	<p>Fund academy contribution towards NLEC and release time to fully engage with collaborative CPD and projects.</p> <p>EEF Effective Professional Development outlines approaches that are used across the academy when planning joint CPD activities and sharing best practice.</p>	2, 5
<i>CPD Programme including collaborative partners, GLT school visits and whole school training on embedding the Lessons Cycle framework and question level analysis feedback.</i>	<p>EEF Effective Professional Development outlines approaches that are used across the academy when planning joint CPD activities and sharing best practice.</p> <p>EEF toolkit concludes that student feedback has a very high impact for very low cost based on extensive evidence.</p>	1, 2, 3, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver timely and impactful literacy intervention strategies (inc tier 1 to 3 vocabulary and Accelerated Reader Programme)	EEF Improving Literacy in Secondary Schools and EEF Toolkit concludes that reading comprehension strategies have a very high impact for very low cost based on extensive evidence	4
Deliver timely and impactful interventions to improve students' readiness and ability to learn (including study skills, independent learning and parental engagement)	EEF toolkit concludes that metacognition and self-regulation (including supporting structured independent learning) has a very high impact for very low cost based on extensive evidence  EEF toolkit concludes that homework has a high impact for very low cost based on very limited evidence  EEF toolkit concludes that parental engagement has a moderate impact for very low cost based on extensive evidence	1, 2, 3, 5
Protect 1 period of non-contact time for UPS staff to manage study skills room for improvement	EEF toolkit concludes that metacognition and self-regulation has a very high impact for very low cost based on extensive evidence	1, 2, 3, 5
Period 6 transport to ensure that all KS4 students requested to Period 6 after school tuition are able to attend	EEF toolkit concludes that small group tuition has a moderate impact for low cost based on moderate evidence (£15 000)	6
School based tuition match funding	To provide the 25% match funding to deliver catch-up provision for Key Stage 4 students (£5 500)	6
Provide 24/7 access to endorsed learning materials, devices and support for use in lessons, at home and in the reflection room (GCSEPod, Hegarty Maths, Google Platform, SENSO)	EEF Using Digital Technology to Improve Learning recommends how digital technology can be used to improve learning.	1, 2, 6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase CAT 4 tests for all Y7 students to use with FFT Aspire to generate end of KS4 estimates for individual and cohort target setting	FFT Estimates are needed in order to monitor the progress of our PP cohort over time and in relation to other students (£1500)	1, 4
Set aside a budget for departments to bid into to subsidise materials and trips / visits when planning events and interventions (Pledge and academic)	FFT toolkit concludes that arts participation offers moderate impact for very low cost based on moderate evidence (£5000)	6
Provide the opportunity for all Y11 students to use fitness suite or swimming pool during clubs duty if their AtL that week has been positive	FFT toolkit concludes that physical activity has a low impact for very low cost based on moderate evidence (£1000)	1, 2
Provide a breakfast club for all students during mock and external examinations	Student voice demonstrates that they think breakfast club has a positive impact on their exam readiness (£5000)	1, 2
Appoint a Pathways and Progression Coordinator to plan and deliver a high impact CEIAG strategy	EEF Careers education: International literature review concludes that: <ul style="list-style-type: none"> <li>• Careers education works best when it is personalised and targeted to individuals' needs from an early age.</li> <li>• Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</li> </ul>	2, 5

**Total budgeted cost: £118 420**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Key performance indicators relating to the outcomes of disadvantaged students in 2020/21 were significantly below expectations (when compared to targets, outcomes of other students and outcomes of disadvantaged students from the previous academic year). The percentage of disadvantaged students attaining standard and strong passes in English and Maths were 14% and 24% below our aspirational FFT20 and FFT5 targets respectively.

Whilst teaching remotely we maintained lesson by lesson registers which demonstrated low levels of engagement of disadvantaged students. When we returned back to school, we were unable to implement raising achievement strategies due to covid restrictions. This meant that we were unable to offer the support or deploy interventions for disadvantaged students (such as small group tuition and in-class support).

Although our lockdown and in-school provisions were high quality, the implementation of our 2020/21 Pupil Premium Strategy was unable to compensate for the negative impact of national and local covid restrictions on the attendance, learning and progress of our disadvantaged students.