

Academic Year 2018-2019

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
Demonstrable improvement in the attainment and progress of disadvantaged students across the Academy	<ul style="list-style-type: none">• Employment of a careers advisor for extended CIAAG appointments.• PIXL strategies and resources introduced and embedded in non core subjects and the use of PLCS to identify.• Aspects of the CPD programme to focus upon stretch and challenge, feedback and assessment that keeps learning on track.• CPD library of learning resources to support.• Revision guides for core subjects provided.• Revision workshops – Teaching strategies of metacognition. Tim Milner.	<ul style="list-style-type: none">• The impact has not been as significant as planned due to staff absence which has not been rectified.• Gaps are narrowing between PP and non PP students in triple award Science, RE, Business and Spanish.• We now have a member of staff responsible for Careers. Student voice gives evidence that they are receiving better careers guidance than ever before. Students are now engaging in exploring career opportunities through working with businesses such as BAE and every student in years 9-11 receive careers interviews.• In a recent CPD audit by the Teachers Development Trust we have received positive feedback about improvements with CPD at South Shore Academy. We are pleased that we have been awarded the ‘Silver Award for CPD’ as a result of the audit.• The CPD library is supporting the Teaching and Learning group and other staff to engage in educational research. The CPD programme and library have had big impact on changing the culture towards teaching and learning at SSA. We now have a teaching and learning group that are dedicated to doing research to bring about change and improve the quality of teaching and learning. The group has been recognised as a strength in the trust review and also by external visitors such as the Blackpool Research School and Teachers Development Trust.• PIXL training and apps are being used by HOF to better effect. We will continue to ensure that information gathered from PIXL training is shared with other staff in the academy so it can have an impact on a wide range of staff and pupils.
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<p>The increase in literacy and numeracy skills means that this is no longer a barrier to the learning of the pupil premium students.</p>	<ul style="list-style-type: none"> • SHINE Project Saturday school for students in Years 7&8 who are below national benchmarks for E&M. • Development of the library. • Development of tier 2 vocab. • Introduction of Register and Read program. • 30 ipads in Global. • External support from exam board and consultants for English, Maths, numeracy and literacy. • HTLA in English and Maths extraction, intervention and reading support. • Students provided with KS4 texts in English. • Pastoral staff to coordinate targeted support and interventions for PP students. 	<p>The SHINE project was a great success.</p> <p>There has been a 67% improvement in literacy and numeracy on average from the baseline in students have attended the shine project.</p> <p>86% of our target students have attended SHINE on a weekly basis.</p> <p>85% of the students that attend SHINE are PP students, so we are seeing improvements in attainment and attendance from these students.</p> <ul style="list-style-type: none"> • Student voice is praised the development of the new library. It is now staffed at lunchtime and afterschool so that students can access its resources. • We have increased the mean standard age reading score in ks3 from 85 to 89. We have reduced the number of students in stanine one and will continue with a programme of instructional reading every morning to continue to improve standards. Lexonik withdrawals will continue but be scaled up. We now have two members of staff doing this intervention because of its success. • A phonics program has been introduced for those in the lowest stanine. • All staff have received valuable CPD literacy, reading and vocab instruction. • External support from exam board consultants and SLE support have shown an impact as it has been verified that staff have a better understanding of the new GCSE specifications. Schemes of work are being updated and moderated to ensure that they are fully embracing the requirements of the new curriculum.
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<p>Parents become increasingly supportive and attend all key meetings.</p>	<ul style="list-style-type: none"> • Group Call to increase communication with stakeholders. • Informal information evenings for each year group. 	<p>Group call has improved communications with parents, and we are starting to see an impact of improved attendance at school events such as parent’s evenings.</p> <p>Our 2018 open evening was a great success with the highest number of visitors we have ever had attending the event. Parental questionnaires showed extremely positive feedback about their experiences whilst visiting South Shore Academy. This led to our year 7 intake in September 2019 being the highest in Blackpool. We are full in year 7 with 173 pupils. Year 9 options evening had the best attendance to date with over 90% of parents and students attending.</p>
<p>Improved attendance for all the pupil premium students.</p>	<ul style="list-style-type: none"> • Appointment of a pupil welfare officer through Blackpool Council (2 days) • Two new attendance officers. • First day response provision. Staff to lead on home visits. Minibus Driver and costs. • Plus a new mini bus to support with first day response and home visits. 	<ul style="list-style-type: none"> • Attendance continues to be an area of development for the whole school. Our PP students need to continue to be a key area of focus. • There has been a positive impact with our pupil premium attendance students in year 7. Attendance and Pastoral staff monitor attendance of PP target groups in their year groups. Year 7 data shows a positive impact for all students in the PP target group. <p>Some headline figures to show the impact of the spend in this area are:</p> <ul style="list-style-type: none"> • There has been a 4% increase in attendance for PP students in 2019 compared with 2017/2018. • In year 7 the figure for PA is lower for PP students than non pp students. Our PP PA figure fell for both boys (by 18%) & girls (by 3%). • In Year 8 - PP PA figure fell for the girls (by 4%) and in year 9 PP PA figure fell for both boys (by 2%) & girls (by 4%). • Year 9 Female – Pupil premium attendance rose by 0.6% from 2017/2018 • Year 10 Pupil Premium attendance rose by 0.9% from 2017/2018 – 2018/2019 • Year 10 – Pupil Premium PA figure fell for both boys (by 4%) & girls (by 2%). • Year 10 Male – Pupil Premium attendance has increased by 1.4 % since 2017/2018
<p>Improved behaviour of the pupil premium students both in and outside the classroom.</p>	<ul style="list-style-type: none"> • Alternative provision programme (Bridge) • Behaviour and rewards system using class charts. 	<ul style="list-style-type: none"> • There are success stories of students that have been placed into the Bridge provision and then reintegrated into mainstream education as a result of the program. (Case Studies to be built with the support of Bridge staff.) • The number of behaviour incidents and internal fixed term exclusions in the Academy decreased in 2018/2019. • Barriers to learning have been removed for our students as every student is provided with the ingredients and

	<ul style="list-style-type: none">• Uniform and equipment bursary (Including cooking ingredients, art equipment and PE kits.)• CPOMS• Nurture provision – to support students with significant social and emotional barriers to learning.	equipment they need for practical and creative subjects. The impact has been increased participation in these subjects for all students.
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