



South Shore Academy
BRIGHT FUTURES EDUCATIONAL TRUST

South Shore Academy Pupil Premium Plan 2015-16



South Shore Academy
St Annes Road
Blackpool
FY4 2AR
Principal: Ms J. Bailey



Pupil Premium Background to 2015-2016 Funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. South Shore Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£935 per child)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)



Cohort Analysis and Funding Breakdown

Summary of Pupil Premium (PP) students on role Sept 2015

SSA Pupil Premium Characteristic Data

Average fine points score at KS2					
NC Year	PP	Non-PP	Difference	Whole School	National
Year 11	25.09	26.31	-1.22	25.49	27.50
Year 10	26.90	28.50	-1.60	27.48	28.40
Year 9	25.27	25.73	-0.46	25.41	28.60
Year 8	24.98	27.27	-2.29	25.60	28.90
Year 7	25.51	27.23	-1.72	26.44	28.90

Year 7 figures based on FSM as no PP data

Year 7 National APS not yet published, so Year 8 APS has been used in the interim

% Prior Attainment Band						
NC Year	PP			Non-PP		
	L	M	U	L	M	U
Year 11	35.7	49.0	15.3	21.7	58.7	19.6
Year 10	17.1	63.6	19.3	14.0	50.0	36.0
Year 9	31.8	59.1	9.1	24.3	59.5	16.2
Year 8	40.2	48.0	11.8	21.1	55.3	23.7
Year 7	20.3	62.5	17.2	16.9	51.9	31.2

Data as at 20/01/2016

Funding Allocation 2015-16

This will be adjusted March 2016 to realign financial year funding to match academic year.

Projections based on September 2015 census	
Total number of students on roll (11-16)	737
Total number of students eligible for Pupil Premium Grant	508
% of students eligible for Pupil Premium Grant	
Total amount of Pupil Premium Grant Received	490,360

*Data as on Census



Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to close the gap between eligible students and their peers by increasing the progress made by all students but accelerating the progress made by students eligible for the grant. Historically, levels of attainment are lower for students eligible for funding (the national trend shows a 27% gap in attainment of 5A*-C incl. Maths and English between non-Pupil Premium and Pupil Premium students); Funding is applied carefully and strategically at SSA to ensure that barriers to progress are removed.

When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from external research in order to maximise the impact of the spend. Successful spending takes into account the students (their levels of attainment and their social background) along with the skills and attributes of those employed at SSA. We believe that priority should be made to ensure the following objectives are met:

1. Teaching and Learning:

To improve the teaching and learning in all subjects, with a greater focus on mathematics and English in order to ensure that our eligible pupils make expected progress in these subjects.

2. Behaviour and Safety:

To improve behaviour and curriculum engagement throughout the Academy through developing pathways for pupils with challenging behaviour, enabling all pupils to make expected progress across the Academy.

3. Attendance:

To ensure the attendance of Pupil Premium students does not fall below 94% (national average) and levels of PA remain below national levels.



Spend Plan 2015-2016

At a glance

*Based on estimations September 2015

Provision	Ref	Pupil Premium
4 x Academic mentors employed specifically to target PP pupils in Maths, English and Science.	T&L1	£91,000
5 x Support assistants employed to support PP SEND pupils in Learning zones 1, 2, & Nurture. To also act as Exam Invigilators.	T&L2	£87,000
1:1 tuition in Maths, particularly aimed at Year 11 PP pupils	T&L3	£2,025
Food for thought	T&L4	£2,500
National Numeracy Solutions	T&L5	£26,868
Revision Books	T&L6	£3,000
4 x Behaviour Mentors employed to work in the bridge facility	B&S1	£84,429
Access to counselling has been made available to all pupils in the Academy	B&S2	£22,800
Consultant appointed to ALT to support PP pupils, specifically with safeguarding issues and data. Support for teaching within specific areas.	B&S3	£50,000
Keep Kids Safe	B&S4	£5,165
Safeguarding training	B&S5	£1,000
Peer Mentoring	B&S6	£1,510
Bridge Builders	B&S7	£8,850
Motivational Speakers	B&S8	£970
Rewards, including subsidies for trips, Duke of Edinburgh Award	B&S9	£10,000
Provision of uniform and shoes for PP students	B&S10	£12,000
Chrysalis Project	B&S11	£10,000
2 x attendance officers to employed specifically to target PP pupils whose attendance is poor	A1	£35,000
Appointment of a pupil welfare officer through Blackpool Council	A2	£40,000
		Total:£494,288

Teaching and Learning Interventions (T&L) :

<p>Description of Intervention: T&L1 & T&L3</p> <ul style="list-style-type: none"> • 4 x Academic mentors employed specifically to target PP pupils in Maths, English and Science. • 1:1 tuition in Maths, particularly aimed at Year 11 PP pupils 	
<p>Rationale:</p> <p>In the academic year 2014-15 the gap between PP and non-PP pupils was significant in all core subjects. EEF research shows that effective feedback can have a +8 months effect on a student and one-to-one tuition can have a +5 months effect.</p> <ul style="list-style-type: none"> • PP pupils who are not on track in Maths will have a number of additional support strategies. Wave 2 strategies include Maths form which is supported by the academic mentor. Wave 3 support includes small group intervention lead by the academic mentor. Use of PLC's and results plus analysis will drive the intervention in order that gaps in knowledge will be closed. • All LAC pupils to receive additional support in Maths • English: • Science: 	
<p>Actions:</p> <ul style="list-style-type: none"> ▪ Faculty action plans will identify strategies to support PP pupils with intervention. ▪ Small groups withdrawn on a cycle in order to target gaps in knowledge and support learning. ▪ ABM to review pupils progress and identify next cycle of pupils 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Student's progress will be accelerated and checked at each data collection point. 	
<p>Time Duration:</p> <ul style="list-style-type: none"> ▪ September 2015-2016 	<p>Staff Responsible:</p> <ul style="list-style-type: none"> ▪ ML (VP – curriculum) ▪ RW (VP- Science) ▪ SB (AVP Maths/English) ▪ BB (AM Maths) ▪ MW (AM English – maternity leave from Oct 2016) ▪ JH(AM (Science-part time)
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Review of outcomes in maths on a fortnightly basis (exams analysed) • Mock examinations in November, February, April • DCPs 	<p>Cost:</p> <ul style="list-style-type: none"> • £91,000 • £2,025

- Feedback at ABM

Impact:

PC1	Year 11	English	Maths	Science
PP	% A*-A	1%	3%	0%
	% A*-C	55%	45%	26%
	% A*-G	99%	97%	96%
Non PP	% A*-A	5%	7%	0%
	% A*-C	32%	26%	20%
	% A*-G	52%	51%	45%
	Difference	+13%	+19	+6

PC2	Year 11	English	Maths	Science
PP	% A*-A	1%	5%	1%
	% A*-C	51%	43%	28%
	% A*-G	97%	97%	95%
Non PP	% A*-A	6%	7%	3%
	% A*-C	27%	27%	17%
	% A*-G	50%	50%	51%
	Difference	+24%	+16%	+11%

PC3	Year 11	English	Maths	Science
PP	% A*-A	0%	0%	0%
	% A*-C	31%	29%	20%
	% A*-G	99%	98%	96%
Non PP	% A*-A	5%	2%	1%
	% A*-C	21%	18%	11%
	% A*-G	53%	52%	48%
	Difference	+10%	+11%	+9%

PC4	Year 11	English	Maths	Science
PP	% A*-A	1%	4%	0%
	% A*-C	44%	42%	26%
	% A*-G	98%	96%	94%
Non PP	% A*-A	4%	6%	2%
	% A*-C	24%	30%	15%
	% A*-G	51%	51%	44%
	Difference	+20%	+12%	+11%

- 5A*-C including English and maths improved by 6% from 28% to 34% and is within 2% of our predictions at our final data collection point in June 2016
- Improvements in the performance of all ability bands from 2015 – 2016, in particular the Upper ability range and lower ability range including SEN
- There has been an increase in the number of A* and A grades
- Gaps have narrowed for disadvantaged students compared to other students in the measures of 5A*-C (including English and Maths), Expected progress in English and in Maths

Teaching and Learning Interventions (T&L) :

Description of Intervention: T&L2

- 5 x Support assistants employed to support PP SEND pupils in Learning zones 1, 2, & Nurture. To also act as Exam Invigilators.

Rationale

- To provide 6 weekly intervention programmes that link to Wave 2 and 3 of the SEN Code of Practice.
- To provide Speech and Language programmes following the Language Assessment
- To work with SEND pupils in class to support progress and achievement

- To provide 121 support for all pupils on an EHCP.
- To support pupils in reintegration into mainstream from the nurture room.

Actions:

- Identify all students who need intervention programmes via the SEN list.
- Provide appropriate support programmes to meet the needs of individual students
- Get teachers to complete the 'plan do review' and implement strategies to support achievement

Success Criteria: SEN/ PP pupils to make progress in line with national from their starting point in Year 7

-

Time Duration:

- Sept to July 2015 to 2017

Staff Responsible:

- Jill Moss HLTA LZ1
- Rachael Thornley HLTALZ2
- Anne-Marie Heaton Nurture Room
- Danielle Griffiths – Support Assistant
- Danielle Tonner Support Assistant
- Debbie Thomasson Support Assistant

Monitoring and Evaluation: Impact of interventions after each DCP. Improved attendance for SEN pupils

Cost:

- £87,000

Impact:

- SEN pupils making expected progress at the end of each Key Stage.

Teaching and Learning Interventions (T&L) :

Description of Intervention: T&L4 <ul style="list-style-type: none"> Food for thought (Easter Revision) 																			
Rationale: EEF toolkit states 'Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.' It was decided to focus on an Easter holiday revision school in order to thoroughly prepare year 11 students for their examinations.																			
Actions: <ul style="list-style-type: none"> Identify pupils to be invited to each subject from PC data and ABM Create timetable for pupils over the two week period Parental notification of each individual pupil timetable 																			
Success Criteria: <ul style="list-style-type: none"> Pupil progress will improve from DCP3 to DCP4 GCSE outcomes will improve for PP pupils, closing the gap within school and on national data 																			
Time Duration: <ul style="list-style-type: none"> April 11th 2016- 22nd April 2016 			Staff Responsible: <ul style="list-style-type: none"> SB (AVP Intervention) JK (AVP KS4) JAA (AHOY Yr11) JG (AHOY Yr11) 																
Monitoring and Evaluation: <ul style="list-style-type: none"> Daily monitoring of attendance Evaluation of school GCSE outcomes 			Cost: <ul style="list-style-type: none"> £2,500 																
Impact: <table border="1"> <thead> <tr> <th>PC3</th> <th>Year 11</th> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>% A*-A</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td></td> <td>% A*-C</td> <td>31%</td> <td>29%</td> <td>20%</td> </tr> </tbody> </table>					PC3	Year 11	English	Maths	Science	PP	% A*-A	0%	0%	0%		% A*-C	31%	29%	20%
PC3	Year 11	English	Maths	Science															
PP	% A*-A	0%	0%	0%															
	% A*-C	31%	29%	20%															

	% A*-G	99%	98%	96%
Non PP	% A*-A	5%	2%	1%
	% A*-C	21%	18%	11%
	% A*-G	53%	52%	48%
	Difference	+10%	+11%	+9%

PC4	Year 11	English	Maths	Science
PP	% A*-A	1%	4%	0%
	% A*-C	44%	42%	26%
	% A*-G	98%	96%	94%
Non PP	% A*-A	4%	6%	2%
	% A*-C	24%	30%	15%
	% A*-G	51%	51%	44%
	Difference	+20%	+12%	+11%

A significant improvement in predicted pupil outcomes from before to after the 'food for thought' intervention for all core subjects for PP students.

All PP pupils received individual personalised timetables for revision during the Easter holidays posted to homes.

5A*-C including English and maths improved by 6% from 28% to 34% and is within 2% of our predictions at our final data collection point in June 2016

A number of Headline measures show significant improvement from 2015 – 2016 these include - 5A* - C/5A*-G/Average Grade

Most pleasing is the increase in the new measures of Attainment 8 and in particular the new key threshold measure; Progress 8. This has increased from – 0.47 to + 0.09. This is not only above the floor target of -0.5 but also demonstrating a positive progress 8 measure.

Improvements in the performance of all ability bands from 2015 – 2016, in particular the Upper ability range and lower ability range including SEN

There has been an increase in the number of A* and A grades

Gaps have narrowed for disadvantaged students compared to other students in the measures of 5A*-C (including English and Maths), Expected progress in English and in Maths

Teaching and Learning Interventions (T&L) :

Description of Intervention: T&L5

- National Numeracy Solutions

Rationale:

- The faculty of Mathematics in SSA is judged to be 'serious weaknesses'. A new HOF has been appointed. The faculty is made up of 4 specialist mathematics

teachers, 2 full time non specialist teachers and a small number of lessons taught by other members of staff. T&L within the faculty needs to improve as do the outcomes for the subject.

Actions:

- Weaknesses in teaching & learning within the faculty to be identified through lesson observation cycles and lesson walks.
- Teachers in need of support identified and support plan created.
- Regular meetings between NNS support and teaching staff to take place with set objectives
- Schemes of work developed across both Key stages

Success Criteria:

- Leadership in the faculty improves
- The percentage of good and outstanding lessons taught increases
- Non specialist staff improve subject knowledge and delivery of key concepts

Time Duration:

- September 2015- July 2016

Staff Responsible:

- ML (VP)
- SB (AVP Maths)
- DA (HOF Maths)

Monitoring and Evaluation:

- T&L within the faculty evaluated after lesson observation cycles and lesson walks
- SOW in place and regularly reviewed in faculty meetings
- Outcomes for Maths improve across both key stages

Cost:

- £26,868

Impact:

In September 2016 this support from NNS was withdrawn and the spending was reallocated. Support from the Teaching Alliance (BFET) has been put in place for the faculty throughout the academic year.

Outcomes for progress and teaching & learning to be analysed at the end of the academic year.

Teaching and Learning Interventions (T&L) :

<p>Description of Intervention: T&L6</p> <ul style="list-style-type: none"> Revision Guides/Digital Technology 	
<p>Rationale: EEF studies show ‘Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).’ It was decided that revision guides should take the form of ‘Doddle’ where intervention can be targeted to meet each pupil’s individual needs. Doodle can be accessed on tablets and PCs.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> Ensure that all pupils and staff have logins for Doddle Staff training in Doddle to take place Doddle used successfully to support interventions in each year group Doddle used effectively to track pupils gaps in knowledge (PLCs) 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> All staff setting intervention work on doddle and all pupils able to access this ABM used to create Doddle intervention groups Pupils completing independent revision using Doddle 	
<p>Time Duration:</p> <ul style="list-style-type: none"> September 2015 – July 2016 	<p>Staff Responsible:</p> <ul style="list-style-type: none"> JK (AVP Yr11/doddle) SB (AVP- interventions) ANL (AVP – ABM) HOYAs HOFs
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> Pupils use of Doddle to be evaluated on a termly basis Intervention groups rate of completion to be discussed at ABM Staff training completed and reviewed regularly 	<p>Cost:</p> <ul style="list-style-type: none"> £3,000
<p>Impact: 5A*-C including English and maths improved by 6% from 28% to 34% and is within 2% of our predictions at our final data collection point in June 2016</p>	

A number of Headline measures show significant improvement from 2015 – 2016 these include - 5A* - C/5A*-G/Average Grade
 Most pleasing is the increase in the new measures of Attainment 8 and in particular the new key threshold measure; Progress 8. This has increased from – 0.47 to + 0.09. This is not only above the floor target of -0.5 but also demonstrating a positive progress 8 measure.
 Improvements in the performance of all ability bands from 2015 – 2016, in particular the Upper ability range and lower ability range including SEN
 There has been an increase in the number of A* and A grades
 Gaps have narrowed for disadvantaged students compared to other students in the measures of 5A*-C (including English and Maths), Expected progress in English and in Maths

Behaviour and Safety Interventions (B&S):

Description of Intervention: B&S1

- 4 x Behaviour Mentors employed to work in the bridge facility

Rationale:

To provide an alternative curriculum for pupils at risk of exclusion. The Sutton Trust Toolkit indicates that this type of small group tuition can add +4 months as long as the groups are small and work is tailored to match the needs of the pupils. Through using the bridge facility behaviour and learning across the Academy will improve.

Actions:

- Identify those at risk from exclusion from behavior records.
- Create a curriculum package for each pupil to optimize successful outcomes and increase engagement with school.

Success Criteria:

- No permanent exclusions
- Reduced number of fixed terms exclusions
- Decrease in on calls across the Academy
- Increased attendance

Time Duration:

- September 2105-July 2017

Staff Responsible:

- GG/DH (AVP- Behaviour)
- Janine Lofthouse (KS4)
- Scott Kenworthy (KS3)
- Sarah Murphy
- Amy Holding

<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> On call records on daily basis- analysed PP/non PP 	<p>Cost:</p> <ul style="list-style-type: none"> £84,429
<p>Impact: No permanent exclusions Fixed term exclusions reduced in number</p>	

Behaviour and Safety Interventions (B&S):

<p>Description of Intervention: B&S2</p> <ul style="list-style-type: none"> Access to counselling has been made available to all pupils in the Academy 	
<p>Rationale: To provide a service to pupils in order to support their social, emotional and mental well-being.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> Identification of pupils requiring counselling services. Employ x2 counsellors . 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> All pupils referred to receive an initial assessment. Priority cases to be seen on a regular basis. Pupils to feel supported and empowered to seek help and advice with issues causing them concerns. 	
<p>Time Duration:</p> <ul style="list-style-type: none"> Sept 2015 – July 2017 	<p>Staff Responsible:</p> <ul style="list-style-type: none"> Tami Martin Julia Schofield

<p>Monitoring and Evaluation:</p> <p>-End of session report on progress to safeguarding team.</p>	<p>Cost:</p> <ul style="list-style-type: none"> • £22,800
<p>Impact:</p> <p>- Difficulty in measuring due to confidentiality.</p>	

Behaviour and Safety Interventions (B&S):

<p>Description of Intervention: B&S3</p> <ul style="list-style-type: none"> • Training and updating of Safeguarding to all staff • Implementation and monitoring of polices in relation to safeguarding • Member of the BSCB group.
<p>Rationale: A priority within the school action plan is ‘ Making certain that procedures for checking the implementation of safeguarding policies and strategies are robust.’</p>
<p>Actions:</p> <ul style="list-style-type: none"> ▪ Ensure there is appropriate safeguarding training and development programme for all members of the school community including, year team leaders, newly appointed staff and students. ▪ Increase the knowledge and understanding, plus the implementation of all on Safeguarding/Child Protection related matters,so that all pupils are sfeguarded . ▪ Update training records, half termly. ▪ Provide Level 1 training for all staff annually, more if needed.. ▪ Governor training and links established, Lead Governor for Safeguarding to be involved in safeguarding reviews. ▪ To safeguard students around the building during optimum movement times. ▪ All key safeguarding policies to be updated, making it clear the date the policy was reviewed ▪ Attend termly 3 hour meeting at the BSCB
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ All staff level training completed and this is reflected/seen in the training records ▪ Safeguarding programme in place. Colleagues trained to the appropriate level.

- Governor training completed
- Safeguarding policies up to date and in place.
- Implementation of KSCIE 2016 – all staff to have read and understood Part 1 and signed to certify this.

Time Duration:

- September 2016- July 2017

Staff Responsible:

- K Bleakley DSL Safeguarding

Monitoring and Evaluation:

- LA safeguarding audit
- LA CP audit
- Involvement in SCR

Cost:

- £50,000

Impact:

- Safeguard all pupils in the academy
- Training records monitored and updated – last update June 2016
 Staff trained to L1 safeguarding Sept 16
 Staff trained Prevent January 2016/April 2016
 CSE training took place May 2016
 E safety online training May 2016
 Equality and diversity Nov 2015/May 2016
 7 ALT completed safer recruitment training
 Majority of staff completed Channel awareness training
 5 Governors completed L1 safeguarding, 2 completed level 3
 Governors also completed LADO, Prevent and Behaviour and safety training.

All of the above have been implemented and this can be seen in the Safeguarding Action Plan.

Behaviour and Safety Interventions (B&S):

Description of Intervention: B&S4

- Keep Kids Safe

<p>Rationale: Keep Kids Safe allows schools to send important messages to parents instantly via text, voice or email.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> ▪ The system can be used to alert parents when pupils are absent or at any time a school needs to communicate with parents/carers, pupils, staff and support agencies in a timely, discrete and personalized manner. 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Improves parental engagement ▪ Two way multichannel communication in multiple languages ▪ Promotes child safety and fulfils obligations in loco parentis ▪ Reduces truancy 	
<p>Time Duration:</p> <ul style="list-style-type: none"> ▪ Instant sent by 10am each morning ▪ Used as required for school closure / extra – curricular activities ▪ September 2015 – 2016 	<p>Staff Responsible:</p> <ul style="list-style-type: none"> ▪ KC, CH, SW
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Monitor number of texts sent each term. 	<p>Cost:</p> <ul style="list-style-type: none"> • £5,165
<p>Impact:</p> <ul style="list-style-type: none"> • Improved parental contact • Improved attendance 	

Behaviour and Safety Interventions (B&S):

<p>Description of Intervention: B&S5</p> <ul style="list-style-type: none"> • Safeguarding training

<p>To make sure staff training is provided for</p> <ul style="list-style-type: none"> • All staff and Governors on Level 1 Child Protection/SafeGuarding • Designated ALT and Governors on Safer Recruitment • Prevent- Extremism • LGBT • SRE • Self Harm • Use of Social Media • L3 training for relevant ALT and Pastoral Managers • Safeguarding Officer, LAC Officer and Strategic Lead for Safeguarding 	
<p>Rationale: To make sure all staff and Governors understand and can implement all the policies and protocols re Safeguarding</p>	
<p>Actions:</p> <ul style="list-style-type: none"> ▪ Identify appropriate training for whole staff during inset and CPD sessions ▪ Log all staff safeguarding in Training File ▪ Update all policies with regard to safeguarding and implement ▪ Make sure all staff follow the safeguarding policy and procedures by monitoring referrals and providing support if and when necessary ▪ Safeguarding officer to attend all CP and CIN meetings and reviews ▪ LAC officer to attend all LAC reviews and report as and when necessary 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ All staff secure in reporting safeguarding issues to protect pupils at SSA ▪ All staff be able to identify vulnerable pupils at risk of self Harm 	
<p>Time Duration:</p> <ul style="list-style-type: none"> • Sept to July 2015 to 2017 	<p>Staff Responsible:</p> <ul style="list-style-type: none"> ▪ Karen Bleakley ALT Safeguarding and LAC ▪ Mandy Evans LAC coordinator ▪ Andrea Alder CP officer
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Governors Reports • LAC PEPs • CP MOM • Training records 	<p>Cost:</p> <ul style="list-style-type: none"> • £1,000

<p>Impact:</p> <ul style="list-style-type: none"> • Safeguard all pupils in the academy • Training records monitored and updated – last update June 2016 <p>Staff trained to L1 safeguarding Sept 15 Staff trained Prevent January 2016/April 2016 CSE training took place May 2016 E safety online training May 2016 Equality and diversity Nov 2015/May 2016 7 ALT completed safer recruitment training Majority of staff completed Channel awareness training 5 Governors completed L1 safeguarding, 2 completed level 3 Governors also completed LADO, Prevent and Behaviour and safety training.</p> <p>Safeguarding review completed June 2016 –</p>	

Behaviour and Safety Interventions (B&S):

<p>Description of Intervention: B&S6</p> <ul style="list-style-type: none"> • Peer Mentoring
<p>Rationale: ‘Involvement in a planned mentoring relationship has become a feature of the lives of considerable numbers of young people in the UK in recent years. It is a concept that has great appeal and anecdotal reports have indicated that the experience of mentoring can be an enjoyable and positive experience for both mentors and mentees. On the face of it, mentoring appears to be a common sense approach to the complex array of issues and difficulties that face young people.’ (Philip and Spratt, 2007)</p>
<p>Actions:</p> <ul style="list-style-type: none"> ▪ Identify cohort of pupils to undergo peer mentoring training ▪ Training to take place Summer 2015 ▪ Identify challenges within the school that the peer mentoring cohort can support with
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Peer mentoring group support peers in a range of interventions around the school

<p>Time Duration:</p> <ul style="list-style-type: none"> ▪ July 2015- July 2016 	<p>Staff Responsible:</p> <ul style="list-style-type: none"> ▪ HG (AVP)
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Regular meetings with ALT surrounding interventions • Feedback from peer mentoring team and those they support 	<p>Cost:</p> <ul style="list-style-type: none"> • £1,510
<p>Impact: Peer mentoring team on duties at lunch time in order to support pupils during these times of the day Peer mentoring team working with year 7 pupils every day (20 mins) for pupils identified as having a low reading age</p>	

Behaviour and Safety Interventions (B&S):

<p>Description of Intervention: B&S7</p> <ul style="list-style-type: none"> • Bridge Builders
<ul style="list-style-type: none"> • Rationale: Given the challenging background of many of our most vulnerable students lack of motivation and aspiration are key barriers to progress and attainment.
<p>Actions:</p> <ul style="list-style-type: none"> ▪ 1:1 mentoring of disengaged Y9 and 10 students (male) identified based on data and pastoral holistic overview from HoY ▪ Group work for disadvantaged and disengaged Y9 and 10 students (female) identified based on data and pastoral holistic overview from HoY
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Student's progress will be accelerated and checked at each data collection point.

Time Duration: <ul style="list-style-type: none"> ▪ September 2015-2016 	Staff Responsible: <ul style="list-style-type: none"> ▪ HG (AP CEIAG) ▪ NB (Careers Co-ordinator)
Monitoring and Evaluation: <ul style="list-style-type: none"> • Student voice feedback at the end of the programme • Review of data from beginning to the end of the programme • Feedback and report from mentors 	Cost: <ul style="list-style-type: none"> • £8,850
Impact: Bridge Builders have seen up to a 52% increase in attendance within the first term, 5% average increase in mentees' attendance, 37% improvement in English grades, 18% improvement in Maths ability within first term.	

Behaviour and Safety Interventions (B&S):

Description of Intervention: B&S8 <ul style="list-style-type: none"> • Motivational Speakers
Rationale: Students at SSA can have low aspirations and motivation to engage in studies and improve their life chances.
Actions: <ul style="list-style-type: none"> ▪ Research speakers to invite to the academy that can impact on pupils future aspirations
Success Criteria: <ul style="list-style-type: none"> ▪ Reduction in NEETS at the end of the academic year

Time Duration: <ul style="list-style-type: none"> September 2015- July 2016 	Staff Responsible: <ul style="list-style-type: none"> ALT
Monitoring and Evaluation: Monitor percentage NEETS at end of 2015- compare to 2016	Cost: £870
Impact: Percentage of NEETS evaluated at end of academic year. Projected destination data shows that this should decrease. Destination data for 2015-16 indicates that 1.2% of students are likely to be NEET which is significantly lower than 2014-15 3.2%. The target for 2016-17 is 0%. Students at risk of NEET have been targeted to form an Entrepreneurship group and be mentored by local business providers. Students in year 11 are tracked to provide bespoke intervention and tailored one to one guidance to eradicate NEET	

Behaviour and Safety Interventions (B&S):

Description of Intervention: B&S9 Rewards, including subsidies for educational trips
Rationale: ‘Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.’ (EEF toolkit) Educational visits at SSA aim to raise out pupils aspirations.
Actions: <ul style="list-style-type: none"> Develop South Shore rewards policy (South Shore Points) Appoint ALT to QA educational visits and monitor/authorize trips through Evolve Reward pupils with outstanding attendance and pupils with improved attendance
Success Criteria: <ul style="list-style-type: none"> Pupil voice indicates that more pupils have higher aspirations regarding FE Reduced number of NEETS

<ul style="list-style-type: none"> SSA pupils buy in to rewards policy 	
Time Duration: <ul style="list-style-type: none"> September 2015- July 2016 	Staff Responsible: <ul style="list-style-type: none"> JK (AVP rewards) DH (AVP educational visits) HG (AVP FE transition)
Monitoring and Evaluation: <ul style="list-style-type: none"> Monitoring of educational visits through evolve Rewards given for attendance improvements Rewards given in line with the SSA rewards policy 	Cost: £10,000
Impact:	

Behaviour and Safety Interventions (B&S):

Description of Intervention: B&S10 Provision of uniform and shoes for PP students
Rationale: According to the EEF toolkit ‘There are cultural issues about how a school uniform is perceived which play an important role in determining the acceptability and success (in terms of compliance). There is some evidence that in areas of very high poverty free school uniforms improve attendance...’
Actions: <ul style="list-style-type: none"> All pupils entering the school in year 7 are to be bought a school blazer and tie School shoes, spare blazers, ties and skirts purchased to be borrowed on a daily basis for short term provision
Success Criteria:

<ul style="list-style-type: none"> ▪ Standards of school uniform across the Academy are high ▪ Less recorded behaviour incidents due to incorrect uniform 	
Time Duration: <ul style="list-style-type: none"> ▪ September 2015- July -2017 	Staff Responsible: <ul style="list-style-type: none"> ▪ ML (VP) ▪ Pastoral team
Monitoring and Evaluation: <ul style="list-style-type: none"> • Issues surrounding uniform raised at weekly pastoral meeting • Iris records used to identify uniform issues 	Cost: £12,000
Impact: Reduction in behaviour incidents due to lack of uniform	

Behaviour and Safety Interventions (B&S):

Description of Intervention: B&S11 Chrysalis Project
Rationale: To support pupils at risk of permanent exclusion
Actions: <ul style="list-style-type: none"> ▪ Identify pupils at risk of permanent exclusion from behaviour records.
Success Criteria: <ul style="list-style-type: none"> ▪ No permanent exclusions ▪ Pupils attending Chrysalis successfully reintegrate into SSA and show a reduction in behavioural issues. ▪ On calls across the Academy decreases in numbers

Time Duration: <ul style="list-style-type: none"> ▪ September 2015- July 2016 	Staff Responsible: <ul style="list-style-type: none"> ▪ GG AVP Behaviour
Monitoring and Evaluation: <ul style="list-style-type: none"> - Reports from Chrysalis staff. - Attendance team liaise with Ed Diversity. 	Cost: £10,000
Impact: <ul style="list-style-type: none"> - Pupils on programme do not get permanently excluded. - Pupils show a more positive attitude towards learning. 	

Attendance Interventions (A):

Description of Intervention: A1 2 x attendance officers to employed specifically to target PP pupils whose attendance is poor
Rationale: PP students in secondary schools are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed term exclusions across the year. Students who are not present are not engaging in the full curriculum and therefore may not make as much progress as those whose attendance is acceptable.
Actions: <ul style="list-style-type: none"> ▪ Home visits are completed to ensure pupil welfare offer support and advice and safeguard children, prioritizing pupil premium children. ▪ Pupil premium / SEN cohort of children who are identified as persistently late are rung before school to try to ensure regular attendance. ▪ Keep Kids Safe messages are sent to all children who are absent on a daily basis. ▪ Daily phone calls home are made targeting pupil premium children initially to ascertain reasons for absence and encourage regular attendance. ▪ Graduated response implemented for all children falling between 96 – 92% attendance, where the children are spoken to regarding their attendance by an attendance officer or form tutor. Regular attendance highlighted, government guidelines discussed and links to attainment referred to. ▪ Letters are sent home to any pupil failing to improve attendance following and initial meeting with form tutor / attendance officer on graduated response ▪ Letters are sent to all pupils falling below 96% to highlight schools policy on authorized / unauthorized absences ▪ Letters sent to all pupils who are identified as OT/PA to highlight legal obligation. ▪ Lesson and session marks are recorded

- Absences are recorded including medical, holidays and illness
- Holiday requests are processed.
- Provision mapping undertaken to track the most vulnerable students
- Weekly meetings with PWO and actions undertaken
- Paperwork completed for PWO, for penalty notices and fast track initiative
- Action plans completed for young people when their attendance falls on the graduated response and completed with parental meetings.
- Meetings with AHOY to raise concerns re their specific year groups
- Referrals made to PWS, school nurse and school counsellor.
- Obtaining forwarding details for children moving out of area / passing through to PWO as required
- Support with non-routine admissions
- Implement attendance rewards and initiatives to support and reward good / improved attendance
- Monitor child employment and entertainment licenses
- Produce reports and data as required
- Support with students being brought in or taken home as required, especially vulnerable children
- Support with implementation of school rules and uniform policy, referrals to outside agencies to help with uniform / school meal entitlements
- Support with attendance matters throughout school
- Produce certificates for attendance assemblies
- Send reward postcards and letters home for improved attendance

Success Criteria:

- Raising attendance / outcomes / attainment

Time Duration:

- September 2015 – July 2016

Staff Responsible:

- JK (AVP attendance)

Monitoring and Evaluation: Daily

**Cost:
£35,000**

Impact: Raising attendance / Reduction of overall absence

Reduction of OT/PA

Reduction of Late to school

Improved attendance for year groups seen at rewards assembly

PP Data																		
	Year 7 PP	Whole school	Gap	Year 8 PP	Whole school	Gap	Year 9 PP	Whole school	Gap	Year 10 PP	Whole school	Gap	Year 11 PP			Whole school PP	Whole school	Gap

Term 1	93.90%	94.47%	-0.57%	90.1	91.06%	0.96%	90.20%	91.29%	1.09%	89.50%	90.72%	2.32%	89.50%	90.90%	-1.40%	90.50%	91.71%	-1.21%
Term 2	93.30%	93.30%	0.70%	92.6	93.46%	0.86%	92.90%	92.63%	0.27%	90.30%	92.41%	2.11%	90.40%	91.52%	-1.12%	92.00%	92.80%	0.80%
Term 3	93.50%	93.50%	0.02%	93.1	93.17%	0.07%	95.00%	94.57%	0.43%	93.40%	93.93%	0.53%	94.30%	95.64%	-1.34%	93.80%	94.17%	0.37%

Whole school attendance has increased from term 1 to term 3 - PP attendance has also increased from term 1 90.5% to term 3 93.8%

Overall the gap between PP and whole school attendance has closed from -1.21% in term 1 to -0.37% in term 3

In all year group the gap has closed between PP attendance and whole school attendance from term 1 to term 3

Year 7 has been particularly successful with the gap between PP and whole school attendance closing to a low -0.02%

Year 9 attendance is also very successful with PP students attendance being higher than the whole school attendance in term 3 (+0.43%)

Attendance Interventions (A):

Description of Intervention: A2

Appointment of a pupil welfare officer through Blackpool Council

Rationale:

PP students in secondary schools are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed term exclusions across the year. Students who are not present are not engaging in the full curriculum and therefore may not make as much progress as those whose attendance is acceptable

Actions:

- Numerous initiatives (Totalling 412 students families this academic year of whom 51.45% are pupil premium)
- Case work Cohort (target group) working with the most vulnerable and prolific non- attenders, to access school, this service usually entails offering intensive support to children and families most of which are pupil premium and OT/PA (65 families referred of which 83.07% are PP)
- Undertake assessments for case work such as GIR
- Fast Track – Twelve week government initiative, mainly letter based for pupils who's attendance is between 85-92% that have no additional reasons for non - attendance. (approximately 65% PP although this figure is likely to be higher as this figure does not take into consideration siblings on fast track. There are 176 families on the initiative = 287 pupils including siblings)
- Penalty Notice For use with children who have sporadic absences. Identified when pupils have 10+ unauthorized absences (59% PP)
- Pro- active Penalty Notices. Used prior to a pupil exceeding 10 sessions in an attempt to prevent the trigger being reached. This involves home visits, letters and

- phone calls.
- Weekly analysis of data and subsequent actions. In order to identify the various cohorts for specific initiatives / disadvantaged students to promote early intervention.
- Safeguarding visits, throughout the year and especially at the end / beginning of terms and school holidays to ensure young people are safe and well, especially the disadvantaged pupils (81.57% PP / 38 referrals).
- Identification of attendance concerns for year 6 and offering transition support over the summer holidays and into year 7. Involving home visits, letters and phone calls.
- Information sharing with school and outside agencies, including referrals to social care, mental health services, school nurse, families in need and other external agencies.
- Advice, support and challenge to school re: all attendance matters.
- Educating and supporting parents / families through daily home visits, meetings and telephone calls.
- Court Action where necessary. Attend court and testify as required.
- Weekly register screening, outcomes and actions discussed with attendance officer, to highlight patterns of absence / PA and advise/agree a plan for school / PWO intervention.
- Ensure children removed from role have a known destination. If children are not located refer to Police and Social Care.
- Highlight pupils who are B/D reg to ensure the coding of the pupils is correct and they are accessing education when not in school.
- Support with non -routine admissions if history of poor attendance is highlighted
- Child employment / entertainment license's
- Left child duty, support school in liaising with family if a child is not collected.
- Produce half termly reports for school to track impact.
- Access to Blackpool Children's Clothing Fund to access uniform for most vulnerable families.

Success Criteria:

- Improved attendance / outcomes / attainment

Time Duration:

- September 2015 – August 2016

Staff Responsible:

- JK (AVP Attendance)

Monitoring and Evaluation: Daily

**Cost:
£40,000**

Impact:

PP Data																		
	Year 7 PP	Whole school	Gap	Year 8 PP	Whole school	Gap	Year 9 PP	Whole school	Gap	Year 10 PP	Whole school	Gap	Year 11 PP			Whole school PP	Whole school	Gap

Term 1	93.90%	94.47%	0.57%	90.1	91.06%	0.96%	90.20%	91.29%	1.09%	89.50%	90.72%	2.32%	89.50%	90.90%	1.40%	90.50%	91.71%	1.21%
Term 2	93.30%	93.30%	0.70%	92.6	93.46%	0.86%	92.90%	92.63%	0.27%	90.30%	92.41%	2.11%	90.40%	91.52%	1.12%	92.00%	92.80%	0.80%
Term 3	93.50%	93.50%	0.02%	93.1	93.17%	0.07%	95.00%	94.57%	0.43%	93.40%	93.93%	0.53%	94.30%	95.64%	1.34%	93.80%	94.17%	0.37%

Whole school attendance has increased from term 1 to term 3 - PP attendance has also increased from term 1 90.5% to term 3 93.8%

Overall the gap between PP and whole school attendance has closed from -1.21% in term 1 to -0.37% in term 3

In all year group the gap has closed between PP attendance and whole school attendance from term 1 to term 3

Year 7 has been particularly successful with the gap between PP and whole school attendance closing to a low -0.02%

Year 9 attendance is also very successful with PP students attendance being higher than the whole school attendance in term 3 (+0.43%)

Year 7 Literacy and Numeracy Catch-up fund 2016-17

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2. For 2016-17 this is any students who did not achieve the expected standardised score of 100 for reading and mathematics. In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. As South Shore Academy received £22,000 last academic year, the interventions for year 7 catch up are planned with this amount in mind.

There are 56 pupils who were below the score of 100 in reading and 40 pupils who had a score below 100 in maths. This totals 69 pupils on the literacy and numeracy catch up list, 28 who are below 100 in both reading and mathematics.

There are 17 pupils in year 8 who were still below a level 4 at the end of year 7 in English and 16 who are still below a level 4 in maths. These pupils will also be supported through the wave interventions.

Proposed Spending 2016-17

The literacy and numeracy catch up money has in part funded the appointment of an Assistant Senco who will lead on wave 3 interventions and run CPD to support staff in wave 1 and 2 interventions.

Wave 1 interventions will run for pupils who had a score of 95-99 and will be led by the classroom teacher. These interventions aim to support the pupils in a quick catch up to the score of 100.

Wave 2 interventions will be for pupils with a score of 86-94. These interventions will be led by the academic mentors for maths and English and will be supported by the Assistant Senco.

Wave 3 interventions will be for pupils who have a score of 85 or less. These will be pupils who will need significant support which will be provided by the Assistant Senco and the SEND team. These pupils will use a personalised arithmetic catch up programme, Numicon and the vocabulary enrichment programme in order to catch up along with the interventions listed below for 2015-16.

Year 7 Literacy and Numeracy Catch-up Fund 2015-16

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2. For 2015-16 this meant a year 7 pupil recorded on the October 2015 school census and recorded in the 2015 key stage 2 assessment data as not having achieved level 4, 5 or 6 in reading or mathematics. For the academic year South Shore Academy was

awarded £22,000 for the literacy and numeracy catch up fund. The funding is held in a central budget and the Principal had oversight of the budget and the funding as has been allocated.

How the money was spent:

- 1:1 tuition through Academic mentors in English and mathematics
- Small group focussed intervention through nurture team
- Reading 'buddy' programme using SLT
- CPD on numeracy and literacy (Numicon and Vocabulary Enrichment Programme)
- Dyslexia support
- Involvement in extracurricular activities
- Mentoring and counselling if emotional barriers exist
- Other staff CPD to better support students
- Rewards and prizes to help motivate and achieve goals
- Supplying additional resources such as books for use at home

Impact: 2015-16

For 2015-16 there were 18 pupils who were below level 4 in both English and mathematics. There were 7 pupils below in just mathematics and a further 10 pupils who were below in English only. This totalled 35 students.

Maths impact:

- 6 students (24%) caught up to level 4
- 4 other students made 2 levels of progress (from a B to a level 3)
- 3 students made 1 level of progress

English impact:

- 12 students caught up to a level 4 (41.4%)
- 11 other students made 2 levels of progress (from a B to a level 3)