

Academic Year 2019-2020		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
To improve the rates of progress for pupils eligible for pupil premium in KS3 and KS4.	<ul style="list-style-type: none"> • To overstaff English to facilitate a wider setting range. • Further development of register and read utilising Reciprocal Reading strategies. • Pet Xi for targeted intervention in Maths • Targeted CPD Reading, Vocabulary instruction, Subject specific Literacy. • Introduction of study skills. • Saturday and afterschool revision. • Ipads and laptops. • Implement Growth Mindset strategy across all of Year 11. • Improved access to enrichment opportunities to support learning and personal development. 	<p>GCSE data shows that the gaps in attainment between pupil premium and non-pupil premium are narrowing in Science, English, Geography, Music, Art, and Business Studies.</p> <p><u>Reading progress observations.</u> All year groups in KS3 show an increase in the standard age score from 2018-2020. Year 11 have shown the largest increase in the mean standard age score of +7.</p> <p>A recent student voice activity showed that students value register and read and are aware of the progress they are making. A quote from a year 10 student about the impact of register and read. “Literacy has improved. During form times there’s a book for each year. We’re reading “I am Malala”. She won a Nobel Peace Prize. It’s good. The teacher reads it and we read along with her. She asks if there are any words we don’t understand. We talk about what we’ve read. It’s getting people’s literacy skills up which will help with GCSE’s.”</p> <p><u>Targeted CPD</u></p> <p>In a recent CPD audit by the Teachers Development Trust we have received the Gold Award for the quality of our CPD at all levels within the Academy. We are one of less than twenty schools in the country to achieve the award. The following areas were highlighted as strengths.</p> <ol style="list-style-type: none"> 1) Professional development is clearly prioritised by all staff at South Shore. It is aligned to whole school development plans and engagement with research is clearly prioritised by all leaders. This serves to promote professional collegiality across all roles and increase capacity as staff continue to feel valued and bought in to the vision of the school. 2) There is a well-developed culture of colleagues providing each other formal and informal feedback and support. It is clear that most staff feel very supported by the collegiate atmosphere at South Shore and are invested in maintaining this pupil need driven culture. 3) Time is carefully planned and protected for professional development to take place within and across departments which provides opportunities for colleagues to develop their subject and pedagogical content knowledge and share practice developments. 4) Teams of blended roles are fully embedded in the school feedback and challenge structure and are proving invaluable to promoting staff voice and raising standards internally. 5) Governors and trust leaders are highly invested in the development of CPD, teaching and learning and are championing the successes of the school locally, driving internal motivation.

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To improve basic literacy skills for pupils eligible for pupil premium in Y7-9	<p>Targeted interventions delivered by HLTAs</p> <p>Implement an expanded curriculum in KS3 to include focused reciprocal reading teaching sessions.</p>	<ul style="list-style-type: none"> • All year groups in KS3 show an increase in the standard age score from 2018-2020. Year 11 have shown the largest increase in the mean standard age score of +7. <p>Year 8 have increased the SAS score by +3. Year 9 have increased the SAS score by +5 Year 10 have increased the SAS score by +2 Year 11 have increased the SAS score by +7</p> <p>A score of 0 would demonstrate expected progress therefore our data shows that the impact of our literacy interventions is high.</p> <ul style="list-style-type: none"> • All subjects across the Academy have implemented a new curriculum where reading and development of literacy are driving forces. All staff have been trained on reciprocal reading strategies and quality assurance activities show evidence of this taking place across different subjects.
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<p>To raise attendance of disadvantaged pupils and reduce PA</p>	<ul style="list-style-type: none"> • Attendance Officer and additional PWO days. • Pastoral staff to coordinate targeted support and interventions for pupil premium students. • Rewards for attendance and publicity relating to the importance of attendance to students and parents/carers. • Uniform and equipment supply for pupil premium students. • Free breakfast provision. • Employment of an independent career’s advisor for CEIAG appointments and bespoke mentoring of students. 	<ul style="list-style-type: none"> • Attendance has increased for pupil premium students across the whole school. This continues to be an area of development for the Academy however the Coronavirus pandemic has greatly affected attendance since February 2019. The PWO, Attendance team and Pastoral staff played a huge role in the safeguarding of our students through the lockdown period. • Targeted support and interventions have shown a reduction in the number of persistent absences in the year 2019-2020. (12% reduction) • Student voice interviews of pupil premium students conducted by the Chair of Governors’ show positive responses towards the careers advice that students receive. <p>Barriers to learning have been removed for our students as every student is provided with the ingredients and equipment they need for practical and creative subjects. The impact has been increased participation in these subjects for all students. Student voice shows the impact of uniform being provided to students who need it.</p> <p>“Even just things as simple as going to school with a nice uniform or giving you a new blazer if you need it. There’s even a uniform repair shop. There are posters – I designed them. They make you feel very welcome and like your part of the community because they provide you with bags and ties and shoes, even new tights. I had a rip in my tights, and they gave me a new pair of tights. It’s for everyone even if you’re the worst person in the school and you come in without a blazer, they give you one.” (Year PP 11 student)</p> <p>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. Please see below a quote from a year 11 pupil premium student.</p> <p>“Last year he did careers interviews for every person in Y10. What college/University you could go to, what grades you’d need, work experience. He’s in school every day. You can ask him to help with your college application. If you ask any teacher, they will all help you with careers stuff. They are all really supportive. This is a really good school. I’m very proud to come here.”</p>
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<p>SEMH issues for identified groups of pupil premium students are further addressed.</p>	<ul style="list-style-type: none"> ● Dedicated behaviour mentors. ● Nurture <p>6 weekly intervention programmes that link to Wave 2 and 3 of the SEN Code of Practice.</p> <ul style="list-style-type: none"> ● Counselling support ● NHS & Place2Be ● PSHE 	<ul style="list-style-type: none"> ● The number of behaviour incidents and internal fixed term exclusions for pupil premium students in the Academy decreased in 2019-2020 from 579 to 509. ● There have been several success stories of pupil premium students who accessed the bridge provision being reintegrated back into mainstream education. Six out of seven students who returned to mainstream education were pupil premium students. <p>Students are extremely positive when they speak about the counselling support that they can access if needed. Please see the quote below from a year 8 PP students about impact of Place 2Be.</p> <p style="padding-left: 40px;">“I turn up and ask if I can make an appointment with Angela. She’s good. You can talk to her about anything. She listens. You feel better when you’ve had a chat with her. It makes me more calm.”</p> <p>Student voice -Year 11 Mental Health and Counselling Support</p> <p style="padding-left: 40px;">“They also give a lot of support for mental health as well and I’m a big advocate for that kind of stuff. They have a counselling room that you can go to – Place to Be. They do a lot of assemblies on mental health and the people who want to listen, do listen and it helps them a lot.”</p>
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