Pupil premium Report – The Axis Academy

2024-2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Axis Academy
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025/December 2025
Statement authorised by	Dan Blundred, Headteacher
Pupil premium lead	Claire Gill
Governor / Trustee lead	Julia Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,740 Census: FSM/Ever6 26 secondary x £1035 PLAC 11 x £2530 Dec current numbers: PLAC 14 FSM/Ever6 23 (5 primary, 18 secondary)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,517

Part A: Pupil premium strategy plan

Statement of intent

The Axis Academy is now at capacity in terms of pupil numbers and have started this academic year 2024-25 with 73 pupils (33 Pupil Premium).

The Axis Academy has pupils with a wide range of Social, Emotional and Mental Health Needs, and as such, there needs to be a wide range of additional support.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Self-esteem, confidence and resilience
- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including those with limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Whilst attendance for disadvantaged pupils is in line with all pupils, this is lower than the expectation set by school. In order for us to provide pupils with the education they need (school), there is a significant daily challenge and input from the pastoral team to ensure that pupils can access the school provision.
6	All disadvantaged pupils have an EHCP, the vast majority stating SEMH as a primary need. Through daily interactions, reviews SEND plans and school records, it is evident that self-esteem, self-worth, self-regulation and high anxiety significantly hinder their social, emotional, mental health.

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 (numbers are linked to the challenge above)	Success criteria
1. Improved attainment for disadvantaged pupils in all subjects, notably core, relative to their starting	All disadvantaged pupils to make at least expected progress based upon their starting points

points as identified through baseline assessments.	An increase in the number of disadvantaged pupils entered for GCSE subjects, and BTEC. For those that are entered, results enable them to access the next stage of education or training. Quality First Teaching is evident in all lessons, providing adaptive teaching, appropriate challenge and support.
2. Improved language comprehension for disadvantaged pupils so that they can understand and carry out instructions as well as communicating effectively with their peers and adults in school.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2025/26. Disadvantaged pupils will show increased confidence in lessons and in social situations. There will be an increase in levels of understanding when accessing learning.
3. Disadvantaged pupils are able to express their needs in a way that can be understood by others, resulting in appropriate methods of communication, others being able to meet their needs and an increase in pupil confidence and self-esteem.	Staff have a strong understanding of the communication needs of the pupils facilitated by the EHCP and regular reviews. Speech and language intervention or in-house support for identified pupils would ensure progress against outcomes in the EHC plan. Pupils have a personalised approach to ensuring that their communication needs are met
4. Disadvantaged pupils have greater confidence, resilience, self-worth and independence to enable them to understand and manage challenges and equip them for their next stage of education, training and adulthood.	Pupils have enhanced opportunities to interact with the community including work experience, liaison with NCS, alternative vocational qualifications and curriculum, community events and engagement, school council, drop down days ie, NHS, Armed Forces Day School will achieve the Careers Mark which demonstrates the high standard of careers support and education at The Axis Academy. *Completed Spring 2024* Positive, supportive relationships with pastoral staff who organise, support and deliver appropriate intervention.

	Boxall is used to measure the impact of SEMH needs of our most vulnerable pupils in receipt of Pupil Premium. All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2025/26, all disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as all pupils.
5. Disadvantaged pupils will have an increased understanding of their own mental health and the strategies that work for them. Disadvantaged pupils will have stronger relationships with adults in school The school has a clear understanding of the SEMH needs of the pupils and has an adaptive approach to their individual needs resulting in increased confidence, attendance, outcomes.	
6. Individual pupil attendance will be at least 90% for disadvantaged pupils. All disadvantaged pupils will increase their attendance from the previous year.	The Pastoral team will monitor the attendance of all disadvantaged pupils and ensure that appropriate support including attendance plans are implemented. The Pastoral team will ensure that any additional support around SEMH, such as counselling, therapeutic intervention, access to other agencies, will be available. A therapeutic approach is embedded with all staff. The school will have strong relationships with parents and carers and they will understand the importance of attending school in order to support both academic and SEMH outcomes.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a coaching model including Theories of Action	The benefits and impacts of a coaching and mentoring programme for teaching staff in secondary school (researchgate.net) How can Coaching Make a Positive Impact Within Educational Settings? - ScienceDirect	1
Embed an effective assessment for learning model which ensures that feedback and marking move learning forwards and build metacognitive skills in the pupils.	Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk) Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)	1
CPD to address the above challenges to include Rosenshine's Principles of Instruction, Cognitive load theory, DLD and S&L in the classroom,	Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1, 2, 3, 4
Assessment of language comprehension skills through SALT, NGRT or similar to ensure correct identification of need and appropriate route to support	Children's Language Skills Can Be Improved: Lessons From Psychological Science for Educational Policy - Charles Hulme, Margaret J. Snowling, Gillian West, Arne Lervåg, Monica Melby-Lervåg, 2020 (sagepub.com) British Picture Vocabulary Scale (2nd ed.) | Research Connections	2

Trauma Informed Schools training for the whole school staff. Redesigning nurture spaces and classrooms to ensure they are therapeutic spaces. Extend this to an evaluation and potential redesign of some learning spaces.	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6

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

Budgeted cost: **£16,279**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver nurture based interventions to targeted pupils: Training and delivery of Drawing & Talking Therapy and Lego Therapy, ELSA interventions	A scoping review of the role of LEGO® therapy for improving inclusion and social skills among children and youth with autism - ScienceDirect Drawing and talking usage within primary schools: A phenomenological study of practitioners' experiences (researchgate.net) Lego Therapy: How Play Can Heal People (+ Resources) (positivepsychology.com) Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Deliver Fresh Start to pupils who are behind their chronological reading age	Read Write Inc. Phonics and Fresh Start | EEF (educationendowmentfoundation.org.uk) Learning to Read: "The Simple View of Reading" | National Center on Improving Literacy	1, 2
S&L therapist from Lifelong Language to deliver bespoke S&L	Speech and language therapy outcome measurement | RCSLT	2, 3

intervention alongside assessments of pupils	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	
To have an increased focus on improving attendance by employing an attendance administrator who will liaise with parents and carers and school and will identify pupils in need of early intervention and support including EBSNA (Emotionally based school non attendance)	addressing-emotionally-based-school-avoidance-rebrand.pdf (d1uw1dikibnh8j.cloudfront.net) Emotionally Based School Avoidance (EBSA) | Support Services for Education Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
Beanstalk Reading Volunteers		

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

Budgeted cost: **£36,038**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday clubs running for 9 of the 13 school holiday weeks.	Pupils engaged throughout the school holidays ensuring that good habits and routines learned in school are not 'lost' during periods of school closure.	3, 5, 6
Pastoral team supporting disadvantaged pupils including a Pastoral Lead, Pastoral TA and a Mental Health Counsellor.	Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6
Provide free nutritious breakfast for all disadvantaged pupils	Magic Breakfast | EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6

ensuring no pupil attends school hungry		
Providing wider opportunities beyond the classroom including education and residential visits, enrichment opportunities	Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk)	3, 5, 6

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During the Academic year 2022-23, the Axis Academy received approx. £28,365 in Pupil Premium funding. The focus of the funding has been to ensure that the pupils accessed Quality First Teaching which is adaptive to its core and meets the SEMH needs of all pupils. A focus on raising aspirations and attainment is now embedded (as shown by having 0% of pupils NEAT, an increased number of pupils accessing GCSE's, and most Y11 pupils exceeding their GCSE targets) and continues to be a focus for 2023/24. The school is continuing to increase pupil numbers as the school gains a reputation within the community and Local Authority for being fully inclusive. Key to this is ensuring that we have an effective pastoral team who can support the pupils in attending school and accessing appropriate levels of support for their SEMH need resulting in an increased ability to access the curriculum. Attendance for disadvantaged pupils has increased and is now higher than disadvantaged pupils nationally (86% compared to 81% nationally). The school have high expectations around the continued improvements needed in this area.

Improvements have taken place with regards the quality of teaching and learning last year and 93% of learning walks and 92% of work scrutinies are good or better. A through assessment system is now in place and will be able to securely track pupil progress in a meaningful way.

Improving the identified speech and language needs of disadvantaged pupils was a priority as this was limiting their ability to express their needs, communicate their understanding and making sense of what others were saying. Those pupils with the highest need attended Speech & Language intervention provided by Chatty Learning as well as staff across school receiving training to enable strategies to be used in day to day teaching and interactions with the pupils. There was clear evidence of progress even within the first 8 weeks of the programme and the impact of this was seen in improved confidence both in lessons and around school, as well as in the BPVS assessments.

School identified that many disadvantaged pupils would find it more challenging to return to school after a holiday due to the changes in their routine and high levels of anxiety. Holiday 'Keeping in Touch' days were introduced to provide a link back to school during these times and offered exciting activities with familiar staff. Approximately 50% of disadvantaged pupils access the KIT days and say that it helps

them feel connected to school and that it makes returning easier. This year we are trying to increase the number of pupils who access the KIT days.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A