

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	South Bank University Academy
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	42.65% (11-16)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	A Moses
Pupil premium lead	M Lewis
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 261975
Recovery premium funding allocation this academic year	£ 0
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	£ 261975

Part A: Pupil premium strategy plan

Statement of intent

South Bank University Academy is situated on the Aylesbury estate in Walworth. Many of our students face numerous challenges but, as a school, we are committed to ensuring that all students are supported to achieve the best possible outcomes. This goes beyond just exam results (although we recognise that these are of crucial importance and reducing the gap and ensuring good progress and high attainment is at the heart of our strategy) to encompass the types of experience and development of skills that students from more privileged backgrounds often take for granted.

Our school values are Social Justice, Empathy and Kindness, Community and Endeavour and so supporting the most disadvantaged students in our community to succeed and thrive is at the core of what we do. We will consider the challenges faced by vulnerable pupils, such as those who are supported by social care, young carers and those who have health issues. The activities outlined in this strategy are also intended to support their needs, irrespective of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenge

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

Challenge number	Detail of challenge
1	<p>Attendance data from the past 3 years indicates that attendance amongst our disadvantaged students is around 2-3% lower than for non-disadvantaged students. The pandemic has had a deleterious effect on attendance across the school, although the gap has reduced to 1,4%.</p> <p>'Persistent absence' is also higher amongst disadvantaged students compared to their peers. Our assessments and tracking systems indicate that this is having a negative affect on their progress and this is backed up by national research.</p>
2	<p>Observations from teachers and assessments (including NGR and CATS4) indicate that disadvantaged students arrive at the school with lower levels of Literacy than their peers. The gap does not significantly change during their time at school and this has an impact on their ability to access the curriculum across all subjects</p>
3	<p>Our observations suggest that many lower attaining disadvantaged students arrive in Year 7 with less well developed self-regulation skills and lower self efficacy compared with their peers. This impacts their ability to work independently outside of lessons which is essential to ensure strong academic progress and outcomes.</p>
4	<p>Our data, including parents evening attendance, and observations indicate that disadvantaged families are less engaged with the school than their more advantaged peers. This has an impact on our ability to support the social issues and challenges that can affect them and have a direct impact on a child's progress in school. Building strong, meaningful relationships with hard to reach families and the impact this has on our ability to support the social issues and barriers that can affect them</p>
5	<p>Our observations and discussions indicate that many disadvantaged students often start with a lower understanding of their personal aspirations and how to achieve them/what pathways are available to them</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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. The matrix we are using to track impact can be found [here](#)

Intended outcome	Success criteria
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4 Comparing progress of year 11 cohorts	By the end of our current plan, the progress and attainment of disadvantaged students will be in line with that of their more advantaged peers. 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> ● an average P8 score of +0.2
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated ● the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved reading comprehension among disadvantaged pupils across KS3	NGRT tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To improve the self regulation skills and increase the self efficacy of disadvantage students across all subjects	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects and results of feedback from academic tutors
To increase engagement with parents and families and improve attendance to Parents evenings and other events	Sustained high engagement levels with parents and families demonstrated by: <ul style="list-style-type: none"> ● Attendance to Parents evenings being above 90% ● A significant increase in response level to surveys and questionnaires ● The establishment of a strong parent and family forum with a clear voice within the school.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
---	---

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NGRT, CATS4)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Developing high quality teaching across the school via evidence based approaches to pedagogy</p> <p>This will involve the development of a coherent CPD programme that allows staff to identify and develop areas in their pedagogy.</p> <p>It will be supported by the 'Walkthrus' suite of resources and the rolling out of a new coaching programme</p>	<p>High quality teaching has been shown to be the single biggest driver in improving outcomes in both Disadvantaged students and the wider school community.</p> <p>EEF Pupil Premium Guidance</p>	<p>2, 3</p>

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development to ensure the Literacy development programme is carried out along with partially funding the Librarian who will play a key role in this programme.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Develop and embed effective feedback and tracking systems across all departments in line with the recommendations in the EEF Teacher Feedback to improve Pupil learning</p> <p>We will fund professional development and 'Pupil Progress' tracking system to support Departments.</p>	<p>Meaningful feedback, done well supports pupil progress, builds learning and addresses misunderstanding:</p> <p>Teacher Feedback to improve Pupil learning</p>	2,3

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop targeted interventions and resources to meet the specific needs of disadvantaged students with SEND</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions need to be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <p>EEF SEND Guidance</p>	2,3

<p>Strategically deploy the EAL department to ensure that all disadvantaged students who are codes A-C are provided with bespoke intervention to move them to a minimum of Level D (Competent)</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment.. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. We will utilise our EAL TA to support students in the most effective way as indicated in EEF Making best use of Teaching Assistants</p>	<p>2,3</p>
<p>Implementation of an EAL pathway for students who arrive with little or no English and limited education (often refugees). In order to be able to access the school curriculum and to ensure students leave with at least a basic level of numeracy the EAL coordinator has developed an intensive pathway with assessments that will allow students to either be integrated into the main school curriculum as soon as possible or sit an appropriate qualification such as ESOL or Functional skills</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <p>EEf Pupil Premium Guidance</p>	
<p>We are providing free revision guides to all PP students in KS4</p>		<p>3</p>

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

Budgeted cost: £ 61975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p>	<p>1</p>

<p>Development of SEMH interventions for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with other schools and teacher release time. we will also partially fund an Ed Psych and SEL interventions</p>	<p>EIF’s report on adolescent mental health found good evidence that SEL interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	6
<p>Engaging with parents and families in a range of ways to improve and strengthen the links between home and school.</p> <p>This will involve funding listening events outside the school building, teacher release to research and evaluate technological methods of communication with families and resources for after school events to support families.</p> <p>We will also look to fund ESOL classes for parents with limited English and Community organising training for a small number of parents.</p>	<p>There is an established link between the home learning environment at all ages and children’s performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Working with Parents to Support Children’s Learning</p>	4
<p>Strategically deploying the Careers leader to develop a programme based around the 8 Gatsby Benchmarks.</p> <p>We will partially fund the Careers Leader and off site visits in order to increase pathway awareness, employer/FE engagement and reduction of those disadvantaged students at risk of becoming NEET</p>	<p>There is evidence that meeting all 8 Gatsby benchmarks has a positive effect on students’ future aspirations and prospects</p> <p>An evaluation of the North East pilot</p>	5
<p>Strategically deploy the Director of Future Pathways programme to ensure that all disadvantaged students</p>	<p>Cultural capital now forms part of the new Ofsted framework</p> <p>There is a requirement for school to provide “the knowledge and cultural capital they</p>	5

follow a programme that develops cultural capital and raises aspirations. We will partially fund the role	need to succeed in life” and all students should experience the richness of the arts,	
Contingency fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ 261975

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 2023 to 2024 academic year.

Performance of disadvantaged pupils has improved by over a third of a grade and the gap has reduced from -0.62 to -0.05.

- The performance of PP students significantly improved this year
- PP students improved significantly more than non PP students (although all groups improved) and, as a result, the PP gap has decreased by over half a grade.
- According to initial national data captures (FFT), PP students at SBUA have attained grades significantly above the national average.

- Our PP strategy highlights the areas of focus over the past year and moving forward but the two key areas have been:
 - Using data to better understand the needs of all students (including PP students)
 - An increased focus on T and L strategies to effectively target the needs of the students

- PP students make up around 50% of the cohort and are not a homogenous group. Key to improving outcomes for these students has been understanding their individual strengths and areas for development and targeting intervention (in class and extra curricular) carefully to address their needs.
- The ‘Pupil Progress’ tracking system has provided powerful data for individual teaching staff and empowered them to have a stronger understanding of the students in front of them.

- The 'Schoolvue' analysis tool has, in addition, provided Middle leaders with the ability to drill down into the raw data and get a clear picture of what is going on within their respective areas. This has allowed them to target resources to where they are needed most.
- There is still work to be done, specifically around the areas of improving literacy and numeracy of students. The lack of a stable, full time Librarian last year hampered our efforts somewhat in this area but this has been resolved for the 2024/5 academic year
- Already this year, we have started a number of literacy projects designed to tackle the issues highlighted in the 3 Year PP strategy:
 - 'Lexonik': A programme designed to rapidly improve the reading ages of our weakest students. We have started with KS4 to support them to access the Exam papers. This is being run by the SEND department with 2 LSA's being trained to carry out the programme
 - 'Functional Skills': This is a suite of qualifications targeted towards our EAL students who have very little English and those students who are significantly below their chronological reading and numeracy ages. It is being led by a member of the English Department and he will be delivering it alongside the Maths and EAL depts
 - 'Bookbuzz': This is a programme targeted towards Year 7 students in the school to foster a love of reading from the beginning of their secondary school journey. It is being led by the Head of English and, amongst other things, will ensure that every Year 7 student will have a personal copy of one of 16 different novels.
- Our 'Future Pathways Programme' has been picked up by the DfE as a model of excellence for meeting the Gatsby Benchmarks and is being turned into a case study for other institutions.
- Or PA figures for Pupil Premium students were 3% below the National average for 2023/24

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

.Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- We have used the 'Walkthru's' and Steplab to develop our CPD. The main areas of development is embedding more effective practice around modelling, checking for understanding and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- working with organisations such as [School Food Matters](#) and the [Walworth Group](#) to support the most disadvantaged in the community, especially around food poverty. Evidence shows that students who come to school hungry are less likely to make progress.