

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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   | Samuel Ward Academy                   |
| Number of pupils in school  | 1067 (excl Sixth Form)                |
| Proportion (%) of pupil premium eligible pupils   | 20.6%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                             |
| Date this statement was published   | October 2021 (updated September 2022) |
| Date on which it will be reviewed   | August 2023                           |
| Statement authorised by   | Governors                             |
| Pupil premium lead  | Kerrie Cavilla, Assistant Headteacher |
| Governor / Trustee lead   | Sue Kehr, Chair of Governors          |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year           | 2020-21: £190,000<br><b>2022-23: £177,000</b><br>2023-24: £168,721 |
| Recovery premium funding allocation this academic year (2021) | 2020-2021: £80,000<br><b>2022-23: £48,500</b><br>2023-24: £45,540  |

|   |   |
|---|---|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| <b>Total budget for this academic year</b>  | 2020-2021: £270,000<br>2022-23: £225,500<br>2023-24: £214,261 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |   |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our expectation at Samuel Ward Academy is that all pupils, irrespective of background or the challenges they face, become strong readers and accumulate the cultural capital needed to succeed in modern Britain.*

*We will use pupil premium funding to help us improve and sustain higher attainment for disadvantaged students until their achievement is at least as strong as non-disadvantaged students nationally.*

*During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: reading, attendance and expectations. Our approach will consider each student's 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 to excel. To ensure they are effective we will:*

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *regularly review the needs of each individual disadvantaged student and implement evidenceinformed interventions*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><i>Our formal Maths and English assessments and routine assessments reveal a reading/vocabulary gap between our disadvantaged and non-disadvantaged students.</i></p> <p><b>2020-2021:</b><br/>           In Year 8 22% of disadvantaged students have an English standardised age score below 90. This compares to 15% of the non-disadvantaged.<br/>           In Year 10 the percentages with scores below 90 are 36% and 18% for disadvantaged and non-disadvantaged cohorts respectively.</p> <p><b>2021-2022-</b><br/>           In Year 8, 11 of the 21 (53%) Free school meal students achieved below 90 in their English standardised score. This links to the influence of Year 5/6 in home learning.</p> <p>In Year 10, there is still a significant gap between PP and Non-PP in standardised age scores – which we aim to address. We are hopeful that this will decline as the Year 11 GCSE English scores, 2022, show the PP/Non-PP gap can reduce.</p> |

|   |  |
|---|--|
| 2 | <i>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures. The main concerns are gaps in knowledge and skills in the past 2 years and the impact on social skills and mental health.</i> |
| 3 | <i>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</i><br><br>2020-21: Our in-school attendance gap for our Pupil Premium pupils is 6.8% for the academic year 2021-2022.<br>2021-22: Our in-school attendance gap for our Pupil Premium pupils is 9% for the academic year 2022-2023.                            |
| 4 | <i>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</i><br><br>The needs of individual students are considered in our weekly triage "Laurel" meetings and strategies put in place. Our whole school focus on trauma awareness and a pilot group of 18 students complements work in this area.                      |

## 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  | Success criteria  |
|---|---|
| <i>Improved reading and use of language for disadvantaged pupils.</i>   | Standard age score for disadvantaged students improves rapidly, halving the gap to wider cohort during each key stage.<br>Embed Lauren Meadows 5 step approach. |
| <i>Improve attendance of disadvantaged students</i>   | Attendance for disadvantaged pupils is at least 95% each half term.   |
| <i>Improve achievement of disadvantaged students</i>  | Progress 8 of disadvantaged students to be at least 0.00, matching national achievement.  |
| <i>Disadvantaged students' wellbeing and behaviour will be improved through enhanced pastoral support and self-regulation</i> | Referrals to The Study and outside agencies will continue to decrease. The ratio of positive to negative behaviour points to exceed 9:1.                        |

## 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: £60,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Re-establishing safe, supportive ethos rooted in trauma-awareness and established routines | First recommendation of EEF report:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>          | 1, 2, 3                       |
| Refined curriculum and assessments to better identify and address gaps in understanding    | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>   | 1,2,4                         |
| Enhanced CPD offer to enable all teachers to plan, teach and assess even more effectively  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development</a> | 1,2,4                         |

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

Budgeted cost: £80,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional Inclusion Officer to provide increased mentoring, safeguarding and pastoral support | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>                             | 3,4                           |
| Tutoring for students in need of small-group intervention                                      | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoringprogramme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoringprogramme</a> | 1, 2, 4                       |
| Academic mentoring for identified students   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring</a>             | 1,2,3,4                       |

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

Budgeted cost: £85,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |   |                           |
|---|---|---------------------------|
| Embed updated wholeschool reading and literacy strategy   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3ks4</a> | 1,4<br>Likely impact on 3 |
| Expand support for students at risk of exclusion/low achievement through "The Study"/ Learning Apart Room | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>             | 1,2,3,4                   |

**Total budgeted cost: £225,000**

Note that the tutoring programme is designed to run over several years.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes: Evaluation

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Achievement

**2021 data:** Our internally-calculated Progress 8 score\* for disadvantaged students was -0.18 compared to the whole cohort progress 8 of +0.19. This is an improvement and a narrowing of the national gap from 2019 where the progress 8 of disadvantaged students was -0.41. This area has seen consistent success in the last two years but it must be recognised that students did not sit the normal full examination suite in the summers of 2020 and 2021.

\*Using 2019 national data for comparison.

**2022 data:** Progress 8 remains at 0.2 from 2019 to 2022 – it appears that the ‘Open subjects’ are the area we need to focus on. PP students actually achieved higher than March predictions in English. Although the overall Progress 8 score remains the same; this does show progress considering the 2 years of disturbed learning due to Covid 19.

#### Attainment

**2021:** 34% of disadvantaged students achieved Grade 5+ in both English and Maths compared to the whole cohort score of 47%. This is an improvement on 2020 (24%) and 2019 (27%) but remains a key focus.

**2022:** 37.5% of disadvantaged students gained Grade 5+ in both English and Maths compared to 50.5% of the whole cohort; this is significantly better than 2017/18/19/20.

#### Attendance

**2021:** The severe disruption to the last two academic years renders review of our attendance ambitions unhelpful. It remains clear that disadvantaged students suffered more disruption due to lockdown and engaged less well with remote learning.

**2022:**

Year 11 still had a gap of 11% between Non-PP and PP. ***Covid attendance was still an issue earlier in the year.***

Year 10: 8% lower than PP.

Year 9: 11% lower than non-PP.

Year 8: 7% lower than non-PP.

Year 7: 7% lower than non-PP.

**Average 9%**

### **Improved literacy**

2021: Repeated lockdowns during the pandemic prevented the implementation of much of our intended strategy. These have been updated and refined and re-introduced in 2021.

**2022: Lauren Meadows 5 step approach has been launched in September 2022.**

## **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*

| <b>Programme</b>         | <b>Provider</b> |
|--------------------------|-----------------|
| Lexia Learning           |                 |
| Hackney Literacy Project |                 |
| New Group Reading Test   | GL Assessment   |

## **Service pupil premium funding (optional)**

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

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    |                |
| What was the impact of that spending on service pupil premium eligible pupils? |                |

## **Further information (optional)**

In devising our strategy, we have reviewed the current literature, particularly research from the EEF, and commissioned annual external reviews from Marc Rowland.

We are aware that to have maximum impact on students' achievement we must focus our efforts on the challenges we can most easily affect- such as reading- and spend fewer resources on challenges schools have little influence on.

We fully recognise that the challenge of "disadvantage" is different for every pupil and our interventions must be fitted to the student and not the other way around.

Not all of the students we consider to be disadvantaged are in receipt of the Pupil Premium. Where our strategy positively affects all students, we anticipate a disproportionately positive effect for disadvantaged students.