

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Samuel Ward Academy
Pupils in school	1115 Years 7-11
Proportion of disadvantaged pupils	227 of 1115 (Y7 to Y11): 20.4%
Pupil premium allocation this academic year	£189,645
Academic year or years covered by statement	2019/19 – 2020/21
Publish date	November 2019, updated January 2021
Review date	September 2021
Statement authorised by	
Pupil premium lead	Kev Geall
Governor lead	Sue Kehr

## Disadvantaged pupil performance overview for last academic year

Progress 8	+0.1 PP (+0.1 Non-PP)
Ebacc entry	60.0% (69.1% for non-PP) 2019* National Ebacc entry: 40%
Attainment 8	4.1 PP (5.1 Non-PP)
Percentage of Grade 5+ in English and maths	26% (45% Non-PP)

\*2020 National 2020 outcomes not available due to removal of performance tables.

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve attendance to national average	Sept 21
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 21

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Enhanced training and implementation time for teaching staff in latest EEF strategies to improve literacy and progress of PP students
Priority 2	Ensure that teachers rapidly develop expertise in supporting students during remote learning
Barriers to learning these priorities address	Retaining key members of the English department Families' ability to support children in engaging with remote learning
Projected spending	£50,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all PP students can access remote learning or, if not possible, that they attend mini-school
Priority 2	Improve literacy of PP students through whole-school teacher focus, use of Lexia and wave 1, 2 and 3 interventions
Priority 3	Improve exam preparation of PP students through assertive mentoring and incisive question-level analysis of prep exams coupled with online resources such GCSE pod
Barriers to learning these priorities address	Capacity for mentoring, student intrinsic motivation and engagement with online platforms
Projected spending	£60,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing attendance of PP students through proactive office, counsellor & inclusion officer support with home contact
Priority 2	Introduce bespoke support for students at risk of not engaging with school through introduction of "the Study".
Barriers to learning these priorities address	Disruption due to Covid-19 pandemic Significant issues outside of school affecting attendance of a minority of some students, lack of capacity of some external agencies.
Projected spending	£80,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure teachers have capacity to focus on literacy interventions</p> <p>Develop teachers' expertise in supporting remote learning</p>	<p>Training forms part of compulsory annual training package with seven reviews over the year</p> <p>Weekly guidance on best practice in remote teaching</p>
Targeted support	Capacity of mentors to offer bespoke advice for each student	Students prioritised by Deputy Head Achievement and assigned to tutors for 6 week mentoring, renewed as needed
Wider strategies	Issues at heart of low attendance often complex and entrenched; delay in securing support from some agencies e.g., around mental health	Mature and productive relationships with array of outside agencies. Highly skilled and experienced attendance team. Mental Health First Aiders within school.

## Review: 2018-19 and 2019-20\* aims and outcomes

Aim	Outcome
Improve attainment for KS4 students eligible for PP	<p>Year on year improvement secured. Strategies are successful.</p> <p>Summer 2020: Achieved. Improvement in attainment 8 and grade 5+ in English and Maths compared to previous years. Gaps narrowed.</p> <p>Summer 2019: Achieved. Gap in attainment at grades 4-9 in English and Maths improved from 32% in 2018 to 55% in 2019. Gap between PP students and wider cohort has narrowed significantly from 38% (32 vs 70) in 2018 to 9% (55 to 64) in 2019.</p>
Improve achievement for KS4 students eligible for PP	<p>Summer 2020: Achieved. Improvement in progress 8 compared to previous years. Gaps narrowed.</p> <p>2019: Partially achieved. Progress 8 of PP students increased from -0.48 in 2018 to -0.41 in 2019. Gap between PP students and wider cohort narrowed.</p>

<p>Improve attendance of students eligible for PP</p>	<p>2020: Disruption to attendance due to Covid-19 pandemic makes comparisons to previous years redundant. Remote learning systems strengthened with pastoral contact focused on at-risk students during lockdowns.</p> <p>2019: Not achieved. Attendance did not improve and gap between attendance of PP cohort and wider cohorts did not narrow. Note that the Study had not been introduced during the previous academic year.</p>
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\*GCSE grades awarded through centre-assessed grades rather than examinations.