

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Samuel Ward Academy
Number of pupils in school	1071 (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
Date on which it will be reviewed	April 2022
Statement authorised by	
Pupil premium lead	Kev Geall, Deputy Headteacher
Governor / Trustee lead	Sue Kehr, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,000 2020-21: £190,000
Recovery premium funding allocation this academic year	£80,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270,000
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# 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 students and implement evidence-informed 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p><i>Our biennial formal Maths and English assessments and routine assessments reveal a reading/vocabulary gap between our disadvantaged and non-disadvantaged students.</i></p> <p>For example, in year ten 22% of disadvantaged students have an English standardised age score below 90. This compares to 15% of the non-disadvantaged.</p> <p>In year eight the percentages with scores below 90 are 36% and 18% for disadvantaged and non-disadvantaged cohorts respectively.</p>
2	<p><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.</i></p>
3	<p><i>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</i></p> <p>At present, our in-school attendance gap for our Pupil Premium pupils is 6.8% for the academic year 2021-2022. Persistent Absence figures need to be treated with some caution due to the pandemic and isolation.</p>

4	<p><i>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</i></p> <p>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.</p>
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## 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.
<i>Improve attendance of disadvantaged students</i>	Attendance for disadvantaged pupils is at least 95% each half term. Disruption due to Covid-19 may make this target overly ambitious.
<i>Improve achievement of disadvantaged students</i>	Progress 8 of disadvantages 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 decrease compared to 2019/20. 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,3
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/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-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-tutoring-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</a>	1, 2, 4
Academic mentoring for identified students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,2,3,4

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed updated whole-school reading and literacy strategy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1,4 Likely impact on 3
Expand support for students at risk of exclusion/low achievement through "The Study".		1,2,3,4

**Total budgeted cost: £210,000**

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

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged student performance improved in most of the target areas.

#### **Achievement**

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.

#### **Attainment**

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.

#### **Attendance**

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.

#### **Improved literacy**

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

## 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
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:*

Measure	Details
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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

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.