PUPIL PREMIUM

STRATEGY STATEMENT

2024 - 2027

Last reviewed: July 2024

Reviewed by: Miss K Hayward

Next review Date: July 2027

Pupil Premium Strategy Statement

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	Sandy Secondary School
Number of students in school	1186(September 2023)
Proportion (%) of pupil premium eligible pupils	19.22% (September 2023)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024 to 2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2027
Statement authorised by	K Hayward
Pupil Premium Lead	L Cross
Governor/Trustee Lead	M Courtney

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	**£238,320**
Recovery premium funding allocation this academic year	0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£238,320

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all student, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged students to achieve their goals, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable students, such as those who have a social worker or have special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless 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 students 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.

When creating our PP strategy, we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature (such as addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues, more frequent behaviour issues and lack of access to IT equipment and reliable internet connections. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF we acknowledge that effective teaching is the most important lever schools have to improve outcomes for disadvantaged students and we intend to focus on developing the quality of teaching through focused CPD of teachers and a strong recruitment process.

The key principles of our strategy:

- Promote an ethos of attainment for all, rather than stereotyping
- Individualised approach to address barriers – rather than access to generic support
- High quality teaching
- Best staff work with disadvantaged students
- Decisions based on data and respond to evidence – frequently
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended 3 tier approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. Our ultimate objectives over the next 3 years are:

- Narrow the attainment gap between pupil premium and non-pupil premium students
- For all disadvantaged students to make or exceed nationally expected progress rates (P8 = 0)
- For all disadvantaged students to have attendance around the National Average of all students (94.4%)
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students on average join the school with reading ages below that of non-disadvantaged peers. Despite efforts, this continues to be an issue affecting ability to make more progress in all subjects (DFE figures average reading age of DS)
2	Disadvantaged students, from all prior learning groups make less progress than other students.
3	On average PP students have KS2 data that is lower than non-PP students, in Year 9 4.5 points, in Year 10 2.5 points and in Year 11 6.5 points. There is no KS2 data for the Year 7/8 students due to lockdown.
4	Too many PP students do not participation in out of school activities to help improve progress and attainment, due to family commitments Disadvantage students appear less invested in school and wider school life, which could have limiting effects on future prospects and cultural capital. Lack of cultural capital also affects the ability to fully engage and understand the full school curriculum.
5	Parents of disadvantaged students, in general, are too heavily reliant on school and do not communicate or enforce expectations strongly enough. This inevitably reinforces low expectations from home for some of the students.
6	Disadvantaged students attend less consistently than non-disadvantaged peers and attendance continues to reduce for this group as they move through the school.

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
Students make significant progress in catching up with non-disadvantaged peers	Gap will close in progress made between PP and non-PP. The difference between PP KS4 students' attainment compared to targets is comparable to non-PP students
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and progress measures in English and Maths. (Extended learning/use of the ERIS programme)
Students access a wide range of interventions to meet their individual needs (during tutor time/after school etc.)	As their SEND needs are being addressed, PP students make expected progress or exceed their targets set in all subjects
Increased focus and awareness of PP students by all teachers, with regular professional dialogues taking place with students and parents.	Regular contact home by teachers and pastoral staff.

	PP Champion to liaise between departments, pastoral staff, parents and students. High engagement of PP parents at school events such as parents' evenings.
Assessments are robust and follow a coherent Scheme of Work that looks backwards and forwards.	Gap will close in progress made between PP and non-PP. PP students know what they will be assessed on, and their confidence and competence in having assessment grows and their progress is accelerated.
Students access a wide range of enrichment experiences both in and out of school.	Student surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. PP students attending trips, educational experiences and taking on leadership roles is comparable with non-PP students
Improved attendance of disadvantaged students.	Attendance of PP students to be in line with National average (94.4%). Rigorous monitoring of attendance and early intervention from school and EWO, strategies include parental liaison, home visits, meet and greet, escorting to lessons, breakfast club, school engagement plans and parenting contacts.
Improved behaviour and well-being	Students' attitudes to learning improves as does their ability to regulate their emotions. Students are able to seek support for their well-being and are signposted to appropriate agencies.

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

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Co-ordination and leadership and management of the PP strategy and action plan – appointment of a PP champion.	Successful schools 'have clear, responsive leadership.' DfE 'Supporting the attainment of disadvantaged students; articulating good success and good practice' EEF implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by defining both a vision for, and standards of desirable implementation'.	All areas of challenge
Intervention teacher for Literacy and Numeracy (Graduate programme: small group intervention within the curriculum and during form times.	EEF toolkit – reading comprehension + 6 months impact and EEF toolkit - small group interventions EEF toolkit – Oral language interventions + 6 months impact small group interventions focused on the specific aspects of the curriculum that the student finds difficult.	1,2,3,6
Quality first teaching and support successful training, CPD, mentoring and coaching to ensure that all students experience quality first teaching.	EEF –quality first teaching All students to receive QF teaching in all lessons. Assistant Principals with the responsibility for T & L implement and monitor the 6 pillars of teaching (see T & L handbook)	1,2,3,4,5
We will closely monitor the progress of disadvantaged students, using academic mentoring and additional parents' evenings as needed to co-create targets and action plans for improvement.	Assessment and feedback | EEF (educationendowmentfoundation.org.uk) Mentoring | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk)	All areas of challenge
We will continue to embed school-wide coaching to ensure that teachers at all career stages are supported to deliver excellent lessons.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	

Targeted Academic Support

Budgeted cost: £178,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will ensure that all disadvantaged students have access to high quality careers guidance through provision of specialist careers advice and work experience opportunities in Year 9 and 10	Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	4,5,6
We will support the most able disadvantaged students to realise their potential through early identification and access to higher education access programmes, apprenticeship shows/career breakfasts	SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) Aspiration interventions | EEF (educationendowmentfoundation.org.uk) Peer tutoring | EEF (educationendowmentfoundation.org.uk)	4,5,6
Small group tuition for KS4 (Science, Maths, English, MFL, humanities) using school led tutors during morning form time and period 6s	EEF guide to pupil premium targeted academic support - +4 months impact DFE School led tutoring guidance - +4 months impact	1,2,3,5
Small group tuition for KS3, using the graduate programme and interventions during form time	EEF guide to pupil premium – targeted academic support +4 months impact EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. - +5 months impact	1,2,3,6
Reading interventions for students below or significantly below expected reading ages, and staff training on how to support in whole class (ERIS/Accelerated reading)	EEF toolkit – reading comprehension +6 months impact	1,2,3
Targeted Period 6 catch up and revision sessions for Y11 plus holidays.	EEF Toolkit – extending the school day +3 months impact	1,2,3,4,6

Wider Strategies

Budgeted cost: £73,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, T&L briefings, Assemblies, and systems (including RJ) to develop a culture to embed high expectations and standards for all	EEF – behaviour interventions – approaches to develop a positive school ethos and to develop a culture to embed high expectations and standards for all - +4 months impact	4,5,6
Creation of disadvantage schools champion to maintain focus of PP within departments, liaise with pastoral, departments, parents and students to signpost potential interventions	EEF - putting evidence to work, A guide to implementation – states that schools should build leadership capacity through implementation teams	4,5,6
Increased parental engagement through regular contact by teachers and pastoral staff	EEF – parental engagement - +4 months impact	4,5,6
Praise, reward incentives to support attendance and progress at interventions		4,5
PP capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities and have resources and equipment required for learning and meeting basic needs	Maslow's hierarchy of needs. EEF Arts participation +2 months EEF Sports participation +2 months Research by 'a new direction' shows the importance of cultural and arts opportunities to support wider learning of PP students EEF 'think enrichment education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' Uniform	4,5,6

Total budgeted cost: £ 300,190 - £61,870 to come from school funds

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 students in the 2023 to 2024 academic year.

The gap between pupil premium and non-pupil premium continues to be a major priority and has widened due to the impact of covid. 2022-2023 was still as disrupted year due to strike action and covid, which impacted on attendance. Attendance to school is a major priority and strategy for 2023 to 2024, there was an improvement in attendance and PAs but this is ongoing remains a priority

Assessments and observations indicated that student behaviour, wellbeing and mental health were significantly impacted last year for some students, primarily due to continued Covid-19 related issues. The impact was particularly acute for dis-advantaged students. We used pupil premium funding to provide well-being support for all students, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and embedding these into the work we do across all year groups.

The curriculum has and continues to be adapted well for all students. Staff make sure that learning is closely matched to student's individual needs and differentiated appropriately. We have high expectations of all and have provided the necessary support and challenge where appropriate, using the additional resources we have from this funding.

However, throughout, disadvantaged students were well supported academically, socially and emotionally.

We have used a mixture of online and graduate mentoring and tutoring to help reduce the gap across year groups, along with holiday and summer school intervention.

Externally provided programmes

Programme	Provider
Redborne Graduate programme	Redborne Upper School
Art Therapy	Private Counsellor
Draw and talk therapy	
Bedford Blues – raising aspiration programme	Bedford Rugby club
One to one Football coaching/Mentoring	Four corners coaching
ACB group 2 places	ACB
Online tutoring	Various approved programmes

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Students eligible for the service premium are identified and offered pastoral support which can take many different forms including enhanced form tutoring, peer mentoring, external agency support or formal counselling. Plus, subject intervention during from time and Period 6.