

Sackville School Pupil Premium Strategy 2020-21



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1 Pupil and catch-up premium key performance data

Please see the Pupil Premium expenditure and impact document

2 Sackville allocation 2020-21

Year	Pupil Premium
2020-2021	£143,476

3 The main barriers to educational achievement faced by our disadvantaged students

Our disadvantaged students at Sackville **are diverse in their needs** and many of these overlap those of other students in the school. The needs can change each year; this may be especially true since our **cohort of students is relatively small**. Nonetheless, in general terms we can say that **our disadvantaged students disproportionately face the challenges below**.

3.1 Attendance

Our disadvantaged students do not attend school as much as other students. Their mean average attendance in 2019-20, though improving, was significantly below the corresponding figure for their non-disadvantaged peers. This has a clear impact on the amount of teaching they receive.

Our persistent absence figures are improving, but are still too high for our disadvantaged cohort. For persistent absentees it becomes very difficult to make up work missed, especially when combined with 3.2.

3.2 Being 'study ready' to enjoy both the curriculum and extra-curricular opportunities

Disadvantaged students **often face challenges which lessen the relative importance of education**. Such challenges range from being a young carer, to having household responsibilities after school, to having nowhere to work at home. Some arrive at school without having had breakfast.

Disadvantaged students are less likely to engage with activities outside the formal classroom setting.

3.3 Low attainment on entry

The average reading score at KS2 for our year 8 pupil premium students is 98.5. For their non-disadvantaged peers the corresponding score is 104.8 (no data are available for 2020). **The difference is again statistically significant.** It is well-established that **students with lower attainment on entry make on average less progress in secondary school.**

3.4 Parental engagement

Disadvantaged students' parents or carers can be less involved in their children's education than other parents. We often find that attendance at parents' evenings is lower for this group of students for example. Parental aspirations for their children might also be different from those of parents of their non-disadvantaged peers.

4 How we will measure the impact of our spending

Barrier	Success Criteria
Attendance	<input type="checkbox"/> Disadvantaged attendance and persistent absence not statistically different to non-disadvantaged attendance
Being 'study-ready' to progress	<input type="checkbox"/> Measured attendance at after-school activities in line with non-disadvantaged peers <input type="checkbox"/> Progress gap measured by P8 closing year by year <input type="checkbox"/> Lesson observations and high-profile visits show disadvantaged students 'school-ready', and catching-up
Low attainment on entry	<input type="checkbox"/> Reading ages progress beyond chronologically <input type="checkbox"/> Maths K-step progress is in-line with expectation for all disadvantaged students
Parental engagement	<input type="checkbox"/> All parents of disadvantaged students attend parents evenings <input type="checkbox"/> Parents report increased levels of communication with the school

5 Planned actions 2020-21, and their rationale

The **actions** we plan to take in 2020-21 are listed below. All will **contribute** to the **success criteria** listed in section 4.

Actions	Staff Lead
Attendance	
Employment of an education welfare officer to focus on all school attendance, but especially on that of disadvantaged students	PST
Employment of inclusion manager with specific responsibility for Pupil Premium students	JGT
Pupil Premium students to receive priority appointments with school counsellor to identify and overcome barriers to attendance	SVA
First day calling always for any absence; YAs prioritise PP students	HLN/YAs
Attendance minibuses to pick up disadvantaged students where necessary	SEN
Weekly attendance reports to monitor disadvantaged attendance	ASR
Attendance groups for students in each year who are in danger of becoming persistent absentees	ASR
YAs to monitor disadvantaged students' attendance in individual lessons , calling home as soon as an absence is noted	ADA
Projected Cost	£70,000

Being 'study ready' to progress	
All staff will be aware of the Disadvantaged students in their classes, by highlighting them in the centrally issued data folders	SLT/HNE
Continued whole-school emphasis on quality-first teaching and differentiation to meet every student's needs	NFT/DHN
Provision of equipment to disadvantaged students where necessary (stationery, calculators for home and school etc)	CTLs
Lesson observations to continue to monitor disadvantaged progress first including PP focused	SLT, CTLs &

Actions	Staff Lead
HPVs	HNE
Financial support to be offered to students to take part in extra-curricular activities, such as school trips, sporting fixtures, music lessons and Curriculum Enhancement Week	HNE
Before school revision sessions offered in the core to use 'trapped time' of students in school	ADA/RST/SRM
Provision of free school breakfast for all disadvantaged students	ADA
YA and YL focus on disadvantaged students' study-readiness	PST
Easter revision classes to be offered to disadvantaged students first	DHN
Provision of revision materials to all disadvantaged students	DHN
BASE to continue to offer within-school support for disadvantaged vulnerable students, before, during and after school	HNE
Staffing of after school homework club in the LRC	GBY
Provision of school uniform and PE kit	LRS/ACE
School minibus used to transport students to school where necessary, with learning mentor calling on those who have not arrived on time	SEN
Monitor disadvantaged students' access to extra-curricular activity	KBN
Futures leader to interview all disadvantaged year 10 and 11 students each year	ERE
Transition manager to have key responsibility for the transition and initial progress of disadvantaged students	KBN
Use the OfSTED Pupil Premium toolkit (which Sackville staff helped to draft) to continually evaluate provision for our disadvantaged students	ADA
Year leaders promote attendance at after school clubs	YLS
Projected Cost	£27,000

Low attainment on entry	
1 to 1 tuition in English and maths prioritises disadvantaged students	HNE
The alternative curriculum in years 7 and 8 to prioritise numeracy and literacy catch-up. Disadvantaged students to be carefully coursed onto this curriculum	PST/SHN
Continued use of LEXIA in tutor time to be targeted at disadvantaged students, staffed by LSAs	MAL
Careful monitoring by literacy lead on reading progress of disadvantaged students in lessons	EPN
Licences for Maths Watch and Method Maths purchased for use in registration time revision sessions	SRM
Additional maths and English sets in years 10 and 11 to allow focussed support for students not yet catching up	JGT
Additional LSA support for lessons with a high proportion of disadvantaged students	SHN/HNE
Projected Cost	£85,000

Parental engagement	
YAs prioritise home contact with disadvantaged students in first morning calls	PST
YLS monitor attendance at school events, and follow up every pupil premium non-attendance with a phone call	YLS
Learning mentors prioritise contact with the parents of disadvantaged students	ATR
EWO to work with disadvantaged students as first priority	ASR
Invitation of target parents to the Parents' Focus Group	PST
Monitor the inclusion of disadvantaged students in the First Generation Scholars' Programme	ADA
Ensure the parents of disadvantaged students attend the Sussex University campus tour in year 9	ADA
Form tutors contacting parents prior to evening events	FTs
Projected Cost	£5,000

6 Monitoring the strategy

The Pupil Premium strategy is monitored by the **Pupil Premium Steering Group**, which meets **four times each term**. The group produce a new plan for each year after evaluating the impact of actions taken in the previous academic year. **Our SEND/disadvantaged link governor** also attends these meetings.

Membership of the steering group is as follows:

Julian Grant (**Headteacher**)

Paul Street (**Deputy Headteacher**)

Hannah Nibloe (**Inclusion Manager**)

Adrian de Souza (**Raising Standards Leader**)

Alex Millican (**Senior Year leader**)

Amy Steer (**Education Welfare Officer**)

Amanda Barden (**Intervention Leader Key Stage 5**)

Karen Brown (**Transition Co ordinator**)

Alison Farrant (**Year Assistant**)

Russell Shenton (**Link Governor**)