

# Pupil premium strategy statement – Sackville School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1725
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Peter Cowlin, Deputy Headteacher
Pupil premium lead	Hannah Nibloe, Inclusion Manager
Governor / Trustee lead	Russell Shenton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,790
Recovery premium funding allocation this academic year	£4,785
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,575

# Part A: Pupil premium strategy plan

## Statement of intent

At Sackville we aim to provide an **engaging knowledge-rich** curriculum that allows all students the opportunity to develop their abilities and talents to achieve their **potential**; ensuring as a school that we **fight for every child**. Our curriculum will provide clear progression routes which prepare students for the **world of work** and to live fulfilling adult lives as **global citizens**; leaving students with a **lifelong love for learning**.

Our whole curriculum intent is synonymous with our intent for Disadvantaged students. We want all of our students, irrespective of their background, economic status or barriers to achievement to make as much progress as possible. This is with the ultimate intent of students from this group making as much progress as their peers who are not in this group.

We commit to the following:

- To improve the outcomes, achievement and attainment for disadvantaged pupils so that there is no gap between them and their peers.
- To address the key challenges that face our disadvantaged students.
- To improve the cultural capital of disadvantaged students.
- For all disadvantaged students to receive, enjoy and engage in an ambitious curriculum.
- To raise the confidence, resilience and general expectations of our disadvantaged students.
- Our strategy works towards achieving these objectives through the awareness of the challenges that face the disadvantaged students and selecting clear, concise strategies for all teaching staff to be able to uphold.

In order to do this, we will:

- Challenge all disadvantaged students through the work we set
- Look to address gaps as early as possible in a child's school journey
- Adopt a coherent and clear strategy for staff to follow
- Use external services where necessary (e.g. National Tutoring Program) to support progress

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment compared to the non-disadvantaged students. This is shown through the Progress 8 scores for these groups in 2022. PP students (KS2 Ave 100) achieved 0.06 compared to Non-PP students (KS2 Ave 104.5) who achieved 0.30. The school average Progress 8 score was 0.27.
2	Through observations and student surveys, disadvantaged students tend to have lower resilience and confidence in their learning ability, both in the classroom and with home learning.

3	Through observations and staff feedback, disadvantaged students tend to not link and build on prior learning from previous lessons (through lack of knowledge of how and/or the importance of doing so or through gaps in knowledge due to attendance).
4	Through observation and register taking we have seen that disadvantaged students access our wider curriculum offer less frequently than their non-disadvantaged peers
5	Through wider research, observations and student surveys, disadvantaged students tend to be quieter in lessons, not volunteer ideas as readily as their non-disadvantaged peers and not feel as confident in asking for help when needed
6	Our attendance data currently indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils. 39% of disadvantaged pupils have been 'persistently absent' compared to 25% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
To raise the attainment for disadvantaged students across all subjects	KS4 outcomes Reduced attainment gap between disadvantaged and non-disadvantaged students in GCSE results
To improve the ability of recall and retrieval of prior learning	KS4 outcomes Use and review of retrieval practice across the school
To improve access for students who have gaps in their learning to 'therapy' strategies	Developed ways for subjects to use PLCs to improve retrieval Use and review of Google Classroom and associated platforms
To improve the resilience, confidence and metacognition of students	Student survey data An increase of awarded house points for disadvantaged students, for example, 'contributing to class discussion' or 'resilience'
To improve attendance across the PP group of students	Student attendance data

## 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller group sizes in Maths and English enabled through staffing	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/Reducing-Class-Size/">Reducing Class Size (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5
Intervention staff employed to work in small group tuition	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/Small-Group-Tuition/">Small Group Tuition (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Priority will be given to disadvantaged students,	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/One-to-one-tuition-EEF/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/Small-group-tuition-Toolkit-Strand-EEF/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3

including those who are high attainers.		
Reviewing interventions structure within the school to target the most needed areas and the staffing needed for this to be effective earlier in a student's journey	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	1, 3, 6

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

Budgeted cost: £17,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing participation in extra-curricular and leadership activities, providing a breadth of education	Engagement in school is improved when students feel engaged with specific activities. There are a number of <a href="#">benefits</a> to taking part in these wider programs.	4
Additional careers advice to build futures aspirations	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. <a href="#">Aspiration Interventions   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	1, 2, 5, 6
Embedding principles of good practice set out in DfE's Working Together to Improve School Attendance guidance Supporting attendance initiatives to improve attendance across the group	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	All
Accessing the curriculum funding	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

**Total budgeted cost: £147,575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>2022 GCSE Results</b>		
0.06 Progress 8 for PP vs 0.30 Progress 8 for Non-PP		
PP Students (KS2 Average 100) achieved Attainment 8 of 41.6 compared to 52.9 achieved by Non-PP students (KS2 Average 104)		
	PP	Non-PP
Eng P8	-0.15	0.17
Maths P8	0.03	0.31
Ebacc P8	0.18	0.45
Open P8	0.08	0.22
EM 4+ %	54%	78%
EM 5+ %	25%	57%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
n/a (used school led tutoring through funding)	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<b>The impact of that spending on service pupil premium eligible pupils</b>